2005

Bridges to Change: From the Classroom Community to Weeksville An Integrated and Thematic Curriculum

Pamela Jones
Bank Street College of Education, pjones@bankstreet.edu

Bridges to Change:

From the Classroom Community to Weeksville

An Integrated and Thematic Curriculum

by

Pamela M. Jones

Mentor: Andrea P. Spencer

Submitted in partial fulfillment of the requirements of the
degree of Master of Science in Education
Bank Street College of Education
2005

Abstract

"Bridges to Change" is a curriculum designed for use in a third grade inclusive classroom. This curriculum serves a dual purpose: (1) to provide teachers and students with activities that are designed to build and forge a sense of classroom community and (2) to provide teachers with built-in modifications and adaptations—thereby making the curriculum accessible to students at all levels. A wide array of sources was used in the creation of this curriculum. *Understanding by Design and Universal Design for Learning* were instrumental in laying the foundation for this work. Understanding by Design's "backwards design" approach was instrumental in the creation and conception of essential questions and understandings, learning activities, and relevant assessments. *Universal Design for Learning's* theoretical framework was used as a guide in the adaptations and modifications made throughout the curriculum units. In addition to these sources, literature on experiential learning, community-building activities, and the Weeksville community. At the conclusion of this two-unit curriculum, students will have two experiences designed to help them understand the change process that occurs within communities—the first within their own classroom community and the second within the context of a hands-on, experiential study of the Weeksville community. The intended outcome is for students to emerge with the ability to articulate the changes they witnessed and experienced.

Table of Contents

Rationale and Introduction	**Page 1**
Curriculum Format: A Guide	**Page 14**
Unit One: My Classroom Community	**Page 16**
Unit Two: Weeksville—A Community of Change	**Page 110**
Conclusion	**Page 265**
References	**Page 267**
Appendices	**Page 271**

Rationale

Introduction

In any given educational setting, students will exhibit a range of learning needs and styles. For inclusive, or "team-teaching" settings, the need to individualize instruction is even greater. If you factor into the educational equation the variable of an inner-city educational system characterized by overcrowded classrooms and under-prepared instructors, the need for targeted instruction is made more imperative. In the City of New York, the Department of Education has implemented a uniform curriculum. The rationale provided for this policy decision was to attempt to standardize and, theoretically, equalize instruction across the board. The possible repercussions of such a policy decision are far-reaching, having the greatest impact on teacher instruction and student learning. This type of one-size-fits-all educational plan can potentially impede the learning of many students, especially for students who have special learning needs. Teachers need viable curricular alternatives in order to meet the holistic learning needs of their students.

Socio-Cultural Factors: Their Impact on the Author's Perspective

My first teaching experience was as a third grade teacher in an inclusion classroom in a school identified as "hard-to-staff" and in a high-need (or economically disadvantaged) area. The district in which the school was located was facing a number of challenges. Many of the schools in the district were either in danger of being placed on the Schools Under Registration Review (SURR) list or were already on the list. My former school was not yet on the list but was in constant danger of being labeled a SURR

school. Schools experiencing academic difficulty and fighting to stay off of the SURR list often make compromises that inevitably affect instruction (and the curriculum, in particular). Under such tense circumstances, teachers in schools that are in danger of receiving a "failing grade" are left with little autonomy in the way of instruction. In order to meet the needs exhibited by individual students, especially those with special needs, teachers in such settings are often compelled to supplement and, in some cases, supplant portions of adopted programs and replace them with teacher-created and teacher-made materials and lessons that more effectively meet the needs of the students in the classroom.

I encountered a classroom of students with a broad range of learning needs. In spite of the fact that over 40% of the student population in my classroom had been Individualized Educational Programs (IEPs) and were considered to be a part of the special education population, my co-teacher and I were expected to instruct from the same reader as all of the third grade general education classes. In addition, a sizable number of the students on the general education roster exhibited some type of learning need similar to those seen in the students on our special education roster.

From day one of the school year, my co-teacher and I were charged with living a hyphenated existence—to teach children with special needs *while* holding them to the same standards as a basic general education classroom. Using *Collections*, a program created by Harcourt Brace, we were expected to follow the pacing calendar devised by District administrators and to not "skip a beat." While *Collections* provided a fairly strong general reading program, few modifications were provided for corrective instruction. The same could be said of the mathematics program used, one by the name

of *Math Advantage*. The same district mandates dictated the teaching of Math Advantage, a program that also offered few modifications for corrective instruction. With sizable blocks of the day dedicated to math and literacy instruction, little-to-no time remained for science or social studies instruction. Seen an incidentals, these content areas were mere "footnotes" in the educational landscape of my former school.

While teacher-made materials and teacher-initiated lessons are important pieces of any successful program, the need to create useful and more beneficial curriculum while simultaneously following district-mandated pacing calendars for existing programs is an overwhelming task (at best). Reading and mathematics programs that generalize concepts and offer few modifications are ill suited to meet the learning needs of the average inclusion class. Many curricula are available and most of them provide the basics (but few take into account the specific needs of students and teachers in inclusive settings)—thereby necessitating the creation of a program that is targeted and tailored to suit the needs of this specific population of teachers and students. Before introducing the proposed curriculum, a description of the student population for whom the curriculum is designed is in order.

Eight and Nine-Year-Olds: Developmental Appropriateness of the Proposed Curriculum

My Experience with Eight and Nine Year Olds: After teaching third graders, and teaching them in my (former) particular setting, I had a number of insights and developed certain convictions accordingly. My students were bright, curious, and inspiring. Many of them were also socially maladjusted and had great difficulty

functioning within a community of learners. Negotiating social relationships with their peers and with authority figures was a daily challenge for them. What I observed repeatedly were children who were in the midst of a great and multi-faceted change that often overwhelmed them. Unaware of many of the changes happening within them and around them, many of my students exhibited behavioral problems—problems that had persisted and worsened over the course of their short lives. I saw my students struggling to make connections, both socially and academically. This desire was genuine and an invaluable observation for me as an educator. In a world that they saw as characterized constantly by chaos, my students would often make comments such as "Does the math lesson that we just finished tie in to the literacy lesson we had this morning?" Sadly, far too often my response was "No." Daily, their words and actions cried out for a more integrated and structured classroom experience, one that I feared I was incapable of giving them in that setting.

Developmental Theory and the Eight-to-Nine-Year-Old Set:

Developmentally, eight and nine-year-olds are entering a new phase—emotionally, physically, socially, and cognitively. According to Piagetian theory, eight and nine-year-olds are in the midst of powerful changes, the most powerful of which are social and cognitive. This "new form of thought" is what Piaget refers to as the stage of concrete operations (Cole and Cole, 1996, p. 485). Children in the midst of concrete operations "become capable of mental operations, internalized actions that fit into a logical system" (Cole and Cole, 1996, p. 486). Key characteristics of this stage of development are the ability to decenter, a "declining egocentrism," and a "change in social relations" (Cole and Cole, 1996, p. 486). Piaget contends that children in the midst of concrete operations

can negotiate and mediate social interactions with their peers through a system of rules and consequences. It is on the basis of this point that *change* is a concept that resonates so strongly for me as an educator of this age group. Similarly, this is the same point on which my decision to work with the theme of *community change* was based. All students feel the need to belong, to be a member of the group. The classroom is no different, for it is a microcosm of the larger community. Students with special needs covet this sense of "community" even more. Gunning (2002) writes the following:

> "Low-achieving readers also need a sense of community. By being valued and accepted and valued in the classroom and in reading and writing groups, low-achieving readers are motivated to try harder. And, of course, they are better able to learn from their peers" (p. 19).

The Proposed Curriculum—Bridges to Change: From Classroom Community To Weeksville

The curriculum that I propose herein is one designed for use in any third grade classroom where the student population is comprised of both general and special education students. The lesson activities are also appropriate for use in fourth and fifth grade classroom settings as well. The underlying curriculum is designed to do the following: (1) to provide instructional material with substantive and built-in modifications and adaptations for varying student learning needs and (2) to provide a curriculum that is thematic and integrated in its approach (and that elicits student involvement, captivates student interest, and provides a purpose and motivation for learning). This curriculum was designed to serve as a life preserver—a survival kit of lessons for teachers in elementary inclusive settings.

An Individualized Curriculum Approach: Children with special needs require academic learning approaches that take their particular learning styles into account. As Gunning (2002) writes, "Factors that contribute to poor performance include failure to gear instruction to the needs of the student" (p. 57). Gunning (2002) also writes that while it is true that "...most of today's basal reading programs have an intervention component,...more needs to be done" (p. 58). Howes (1970) writes that "individualized instruction teaches critical thinking" (p. 9). Howes (1970) also attributes the development of a child's self-concept and creativity. The teacher's role in a classroom that values differentiated instruction is three-fold, according to Howes (1970): to consider a student's rate of learning, (2) a student's general ability, and (3) the student's area(s) of interest (p. 73). Inherent in this individualized approach are corrective instructional methods, where flexibility in teaching method is crucial. This flexibility will most likely include a combination of part-to-whole, whole-part, and interactive instruction (Gunning, 2002, p. 9).

The instructional gap spoken of is more pronounced in inclusive settings, especially inclusive settings situated in economically depressed areas. Schools in high-poverty areas sometimes have instructional programs that are characterized by "more rote learning, less student involvement, and lowered expectations when compared with schools in more affluent areas" (Gunning, 2002, p. 60). "Bridges to Change" will be developed on the basis of the variability concept, or the concept that "replaces the deficit model of remedial reading" by asserting that teachers "think in terms of matching instruction to varying needs rather than overcoming deficits when working with

struggling readers and writers" (Gunning, 2002, p. 6). Strategies and suggestions for instructional modifications will be provided for the skill or content area under study.

The curriculum proposed herein, entitled "Bridges to Change: From Classroom Community to Weeksville," seeks to bridge the gap between students' learning needs, instruction, and instructional material. "Bridges to Change" is meant to serve as a "community building survival kit" for the inclusion teacher in need of ready-made lessons and activities at the beginning of the school year. This curriculum was designed to address two key areas of classroom instruction: (1) community-building and (2) modified instruction. "Bridges to Change" provides a sequence of community-building activities that are aimed at providing students with hands-on experience with how communities form and change over time. In addition, the curriculum seeks to address the reality that students learn differently and require material and approaches that are modified and adapted to their specific learning styles. In general, the lessons and lesson-activities have built-in modifications in the form of direction sheets (with picture clues) and graphic organizers (where appropriate). In addition to these "standing" and built-in modifications, suggestions for adapted (or, modifications for struggling students) and advanced lesson activities are included as well.

An Integrated and Thematic Approach: "Bridges" will take an integrated and thematic approach to achieve more student success. As Gunning (2002) aptly notes, "Poor readers and writers often have difficulty organizing and relating new knowledge to what they already know. Using a unit or theme approach is one way of helping low-achieving readers form the kind of cognitive connections that adept readers make on their own" (p. 17). Heidi Hayes Jacobs, a pioneer in the field of education and authority on

integrated curriculum theory argues that "interdisciplinary experiences provide an opportunity for more relevant, less fragmented, and stimulating experience for students" (p. 10).

The concept of "change" is the vehicle through which the curriculum is designed. Change is an apt choice for this age group for one reason in particular: children in the eight-to-nine-year-old age range are in the midst of great change, moving from one stage of development to the other. They are experiencing change personally, (many) within their family units, changes in their peer groups, and changes in their school lives. They are facing new expectations and standards—ones they are expected to meet. They lack a true understanding of the many changes going on inside of them and around them and need structure and guidance in order to make a successful transition. While the concept of change is important for them to learn, it is a challenging concept to teach without being placing within a working theme. The theme that fits this concept is community change, or changes in the community. The theme of "change within the community" will be taught gradually from the micro to the macro level. In order to scaffold the students' learning of the concept of change, and the theme of "changes in the community" specifically, the curriculum will be taught in units that move from the individual (and change) to the ultimate unit(s) on change within the community. The theme of changes within the community resonates and correlates highly with third grade students, especially with those students who are struggling academically. Exploring, investigating, and analyzing change will help the students using this curriculum to gain a better understanding of the changes happening within them as well as those happening around them. Similarly, and of no lesser importance, exploring, investigating, and analyzing

within the different communities will bring about an understanding of and need for a sense of belonging, the importance of coexisting with fellow students family, and neighbors, and a stronger belief in themselves. Developmentally, the concept and theme chosen for this curriculum was appropriate because I believe they will provide the foundation necessary for the students' social, personal, and academic success.

The Bridges Curriculum: An In-depth Description

Bridges, an integrated and thematic curriculum about change (both individual and within the community), is comprised of two individual (yet connected) units. The two units are as follows: (1) the student in the classroom (or, "My Classroom Community") and (2) Changing Brooklyn: From the Weeksville Society to Bedford-Stuyvesant.

Experiential Learning Experiences: A Central Component of the "Bridges to Change" Curriculum: Both units of the "Bridges" curriculum have experiential learning at their core. Experiential learning is learning where "the learner is directly in touch with the realities being studied" (Keeton and Tate Ed., p. 2). Students engaged in this curriculum will have ongoing experiences in the communities being studied. This experience is designed to be dynamic in nature, where the community experiences are reflected upon and used ultimately to test "...the newly refined understandings by further experience" (Doherty, Mentkowski, and Conrad in Keeton and Tate [Ed.], p. 25). The concepts and themes underlying this curriculum will be discovered, examined, and understood through first-hand experiences, thereby giving them more meaning. Experiential learning renders concepts and themes tangible through hands-on skill development and repeated exposure. Students will derive more meaning from lessons

grounded in real-world experiences. Reading, writing, math, and science concepts will take on new meaning and deepen the understanding of content-specific concepts more than basic rote learning could.

Unit #1: My Classroom Community

The first unit in the Bridges curriculum, "My Classroom Community," is the unit that orients students to the concept of "change" and the theme of "changes in the community." This unit is a primer for the students' first formal study of community and change. This unit lays the foundations and serves as an introduction to the second and third units. "My Classroom Community" teaches students how to function as individuals within a group. Students will begin to move from thinking and acting as individuals to thinking and acting as a single unit—or as a classroom community. This two-to-three-week unit contains lessons aimed at building and fostering a sense of community among a group of twenty or more students who will have to learn how to work together in order to be successful with their cooperative assignments and projects. Through hands-on, experiential tasks, students will (in effect) form a classroom community through rule and consequence setting, conflict resolution exercising, and peer mediation (among other activities). Developmentally, this unit is the most crucial because eight and nine-year-olds need guidance and instruction in learning how to function as a community.

Unit #2: Weeksville—A Community of Change

"Bridges to Change" is scaffolded by design, with each successive unit building on the skills and knowledge of the previous unit(s). In second unit of "Bridges to Change," students will broaden their understanding of the concept of change. By

studying the Weeksville Society, a 19th century African-American community located in modern-day Bedford-Stuyvesant in Brooklyn, New York, students will be able to observe (through review of documents, resident interviews, and site visits) the physical and historical change that has taken place over time—the inevitable change that takes place within communities. Students will visit and study the site(s) of the Weeksville school, the churches, the old age home, the orphanage, and the newspaper. Charting and documenting the change in this historic Brooklyn community, students will have the opportunity to see a different type of change and determine the similarities and differences between Weeksville's changes and their own individual change process.

The Design: A Theoretical Framework that Combines Understanding by Design and Universal Design for Learning (UDL)

The theoretical framework used to design the "Bridges" curriculum is based upon two distinct, yet synchronous theories: (1) Understanding by Design and (2) Universal Design for Learning (UDL) (See "Appendix A" for a graphic depiction of this theoretical framework).

Understanding by Design: Understanding by Design, a theory of curriculum development created by Grant Wiggins and Jay McTighe, advocates a "backwards" curriculum design approach. Wiggins and McTighe (1998) assert that those involved in curriculum design should "...start with the end—the desired results (goals or standards)—and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform" (p.8). Since this is not a research study that includes students in the design of

the curriculum as research participants, the full breadth of this theory cannot be used. However, the following three steps inherent in the implementation of this model will be followed: (1) identify desired results, (2) determine acceptable evidence, and (3) plan learning experiences and instruction (Wiggins and McTighe, 1998, p. 9). Central to the success of this design is the development of essential questions and unit questions to frame the course of study. Equally important and integral to the success of understanding are the six facets of understanding: (1) explanation, (2) interpretation, (3) application, (4) perspective, (5) empathy, and (6) self-knowledge (Wiggins and McTighe, 1998, p. 189). The companion learning theory to Understanding by Design for the "Bridges" curriculum is Universal Design for Learning (UDL).

Universal Design for Learning (UDL): Universal Design for Learning (UDL) is a framework "for teaching, learning, assessment, and curriculum development" whose "central practical premise...is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts" (Cast 2002). Four fundamental concepts underlying UDL, and ones that align with the practical premise above, are the following:

> (1) students with disabilities fall along a continuum of learner differences rather than constituting a separate category, (2) teacher adjustments for learner differences should occur for all students, not just those with disabilities, (3) curriculum materials should varied and diverse including digital and online resources, rather than centering on a single textbook, and (4) instead of remediating students so that they can learn from a set curriculum, curriculum should be made flexible to accommodate learner differences (Cast 2002).

Individualized, corrective, and differentiated instructional approaches are major facets of Universal Design for Learning. UDL takes into account the fact that "no two students

learn the same way" (Cast 2002). These two frameworks—Understanding by Design and UDL—will be merged to form a single theoretical framework for the "Bridges" curriculum.

Bridges Lesson Plans: Format, Content, and Usage
(format of this page modeled after introductory page of *The Bank Street Reader*, Black, 1973)

Each lesson plan in the "Bridges to Change" Curriculum follows the same format and contains the same section headings. Prior to implementing any unit or individual lesson plan contained in this curriculum, read the overview provided below.

Summary, Aim, and Objectives

The summary provides a quick preview of the lesson's subject(s), content, and projected/intended outcomes. In addition, the lesson's aim and objectives will be outlined to provide the students with a purpose for learning and the teacher with a purpose for instruction.

Vocabulary

This section will introduce and define the vocabulary that is integral to the delivery of the lesson in question

Instructional Materials

The materials necessary for the delivery of the lesson will be listed. Any documents/sheets/handouts associated with the lesson will be provided (i.e., one copy). Any additional materials will not be provided.

Directed Lesson, Guided Practice, and Independent Practice

Each lesson will be comprised of a directed lesson section (i.e., where the teacher engages in directed, whole-class instruction), guided practice (i.e., where the teacher guides and facilitates student practice of concepts and skills, in small groups or individually), and independent practice (i.e., where students practice the skills and concept application independently in order to deeper and demonstrate understanding).

Assessment Options

This section will outline—in brief and in detail (where appropriate)—the different types of assessments for any given lesson. Assessment type will range from the traditional to the authentic and performance-based.

Modifications, Corrective Measures, and Adaptations

In order to instruct any classroom of students effectively, the teacher(s) need to incorporate modifications, adaptations, and corrective measures into the lessons and overall instruction. For the inclusive setting, and collaborative team-teaching models in particular, curricular and procedural modifications are crucial to student success. Options for instructional modifications will be provided and, where possible, the area(s) of disabilities with which the proposed modifications are associated will be outlined as well.

Unit One:

My Classroom Community—A Community of Change

"A classroom expands beyond the traditional four walls when students seek information and analyze possible solutions to real-world problems." --Nagel, 1999, p. 1.

Title: Welcome to the Community (Let's Build A Bridge)

(Bridge-building idea obtained from Rhodes, http://teacher.scholastic.com/products/instructor/friendship.htm)

Aim: To introduce students to the theme of community through a group activity

Objective: Students will be introduced to the theme of community through a group activity.

Vocabulary: Community; bridge-building; dependence; interdependence; connections

Materials: Experience Chart, markers, glue, construction paper, string, boxes, paper-towel tubes, cardboard canisters, pictures/images of bridges (examples).

Summary: Through literature, a visualization exercise, and a hands-on group project in bridge-building, students will begin to understand how to work and function in a group. In addition, students will begin to ask themselves questions about making connections to other people (and in this case, to the other students in the classroom and to the teacher) as a precursor to forming a classroom community.

Directed Lesson: As students are lined-up in the hallway (and before they enter the classroom), hand each student an envelope that contains a welcome message and a colored-dot—indicating which cooperative table at which they will be seated. Send students into the classroom by 2s and tell them to hang their coats and backpacks up in the closet (in the space marked with their name). Once all students have entered the room and have been seated, call the students to the meeting rug table-by-table (according to which table is the most quiet). Once on the rug, read the book *Cross a Bridge*, by Ryan Ann Hunter. In order to access the students' prior knowledge and prepare them for the reading, do the following:

- Start a K-W-H-L Chart on bridges: What do you *know* about bridges? What do you *want* to know about bridges? The "how did you learn this" and "what have you learned" portions of the K-W-H-L chart will be completed later in the lesson.
- Preview the book: Once students are supplied with clipboards, drawing paper, and pencils, ask students to look at the cover and ask themselves, "What do I see? What do I think the book is going to be about? What is going to happen?"
- Visualization Exercise (to enhance student comprehension): Using their clipboards, paper, and pencils, ask the students to close their eyes as you read the book to them. As you read the book, ask the following questions:
    - What do you see, in your mind, as I read the words in this book? Draw what you see.
    - Do any words that you hear seem important enough to write down? If so, write them as you hear them.

Guided Practice (The "How" and "Learned" Sections of the Chart): Ask students what they have learned about bridges and building bridges (based on the question generated from the directed lesson). Then, allow each student to discuss his or her drawing of the book's reading (allow each student up to two minutes for their presentation). Ask them the following:

- What did you see and draw?
- Why did you draw it?

Ask the following questions to the class as a whole:

- What do bridges do? [Answer: They *connect* people and things.]

- How do bridges connect people and things? [Answer: By giving them a way to reach other people and other things.]
- Are bridges build to be strong? Why or why not? [Answer: Yes they are, because they have to be able to hold up the people and cars and animals that cross them.]

Next, tell students that each cooperative group table will build and decorate their own bridge. Demonstrate, step-by-step, how students can do this (and emphasize that the important thing is not what the bridge looks like but how well the groups work together). Display these steps in a central location in the room. Tell students that you will be observing them to see how well they cooperate with one another, how they share materials, and how they depend on one another (and make sure that you write these things on the board for the children to see).

Show students a variety of photos of different types of bridges and supply them with an array of materials to use in the construction of their bridges: cardboard canisters, paper-towel tubes, boxes, craft sticks, string, glue, and markers.

Working in their cooperative groups, students will begin to construct their bridges. After they finish, they will have to ask themselves (and answer) the following questions:

- What did it take for us to build this bridge?
- What did we learn from building this bridge together, as a group?
- Did I learn anything new from this experience (i.e., anything about myself, my new classmates, or about bridges)?

Assessment

- Assess students' ability to work together during the "bridge-building" project
- Assess students' ability to complete the project and present it to the class

- Assess students' drawings from book reading: What did it show? What images did the student choose to draw? What words, if any, did the student write down?

Modifications/Adaptations

Minimal—Essential

- Complete the visualization exercise: pictures and words
- Presentation of drawing and words (from visualizations activity)
- Participate in the group project, assisting in the building of the "bridge"
- Complete the post-activity reflection/response questions.
- Complete the homework assignment "as is."

Adapted: Level One

- Complete the visualization exercise by responding through pictures
- Presentation of visualization response activity product
- Participate in group bridge-building project by consulting and observing/sharing ideas (no physical construction required)
- Complete one of the response questions, respond on tape/tape recorder, or work with an assigned student assistant to assist in the completion of assigned questions.
- Homework Assignment: Write a couple of sentences in response and/or draw a picture

Advanced: Level One

- Complete the visualizations Exercise: In addition to responding through pictures and words, write down the questions that arise from the activity
- Presentation of visualization response activity product
- Assist other students with the group project as a "student assistant"

- Post-Activity Response Questions: Complete and assist other students
- Fast-Finisher Activity: Self-Administered literacy assessment (e.g., a vocabulary and phonics worksheet based on the "bridges" theme)

Complete Homework Assignment (as written)

Title: Change (Moving from Individual to Community)

Aim: To continue studying change by constructing timelines of students' lives (from birth to their current age)

Objective: Students will begin to understand the concept of "change" by studying the changes they have undergone from birth to age eight with a personal timeline.

Materials: Cardboard strips, construction paper, drawing paper, crayons, pencils, glue, and journals.

Motivation: Mount a picture of a baby and a picture of a teenager on the board. Ask students to answer the following questions on a piece of paper:

- What is the difference between the two pictures?
- What happened for picture #1 to turn into picture #2?
- How did this happen and what do we call it? [Answer: Change.]

Vocabulary: Change, Individual, Community.

Summary: In this lesson, students will construct personal timelines. This process will provide students with the opportunity to see how they have changed over the course of their short lives.

Direct Lesson: The teacher will open the lesson with the answer to question #3 on "Change." Using the students' answers to the motivation questions, the teacher will construct a definition of change. Students will be instructed to record the definition in their journals. Next, gathered on the community rug, students will listen as the teacher reads *Some things Change* (Murphy, 2001), a book about change. After reading the book, the teacher will lead the students in brainstorming things that change. After the list

is generated, the teacher will ask, "What did it take for these things to change? Why did they change? What this change good? Why or why not?"

Guided Practice: Students will be taken, step-by-step, through the construction of personal timelines. In an effort to enhance students' understanding of the task, the teacher will take them on a guided imagery tour of their lives. For each of the eight/nine years of the students' lives, the teacher will say, "Close your eyes and think back to the time when you were a baby, when you were about one year old. What did you look like? Were you big or little? Could you talk? What did you say? Now, open your eyes but keep the images that you created in your mind. In the first square of your paper, I want you to draw yourself as a 1-year-old baby. Then, on the note card with the number one on the back, answer these questions:

- What did I look like when I was a year old?
- Could I talk? What kinds of words (or sounds) did I say and make?

Repeat this process with ages 2,3, and 4.

Say, "Did you all just see what I did? First, I had to think back to the time when I was ___ years old. Then, once I had the picture in my brain, I began to draw it on the paper square. Last, I had to write the answer to the question on the back of the paper. So, the steps I have to follow are on this sheet. Say them with me…

Think 

Draw 

Write 

Independent Practice: Now that the students have had the opportunity to be guided through the steps 4 times, they will work independently to complete the boxes and cards for ages 5-8. Then, in their cooperative groups, students will be given 10 minutes to discuss their timelines. They will ask themselves the following questions:

1. What did we do in this assignment?
2. When I look at my timeline, what happens to me from age one to age eight? Do I stay the same or are there differences?

After students have discussed these questions in their groups, the class will come together and discuss these questions. The teacher will draw a web on a piece of chart paper and in the middle she will write the words "What do our timelines show?" As the teacher webs the students' responses, s/he will guide the students to the most desired response: change.

Make sure students have copies of the three-step direction sheet.

Assessment:

- Homework: Students will be responsible for asking their parents/guardians the following question: How have I changed over the years? Students will write-up their parents' response in their writing journals.
- Students will share their timelines with their classmates and the teacher will assess their ability to express their ideas and understanding of change to the class.

Adaptations

Minimal—Essential

- Complete "Motivation" questions (1-3)
- Complete "Guided Practice" as outlined: Personal Timeline (Ages 1-4)
- Complete "Independent Practice" independently (5-8)
- Share completed work with class
- Homework: Complete homework assignment as written

Adapted: Level One*

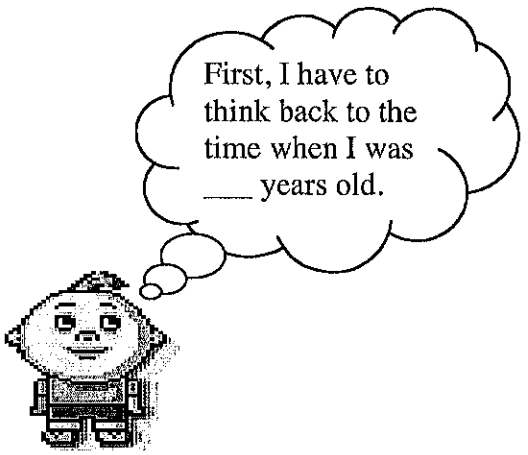
- Complete "Motivation" questions
- Complete "Guided Practice" by working with a student assistant/peer tutor: Personal Timeline (Ages 1-4)
- Working with a student assistant/peer tutor, complete timeline for ages 5-8.
- Share completed work with class
- Homework: Students at this level will be required to complete the assignment but will be permitted to record parents' response via audiocassette or on video.
- Note: Students with graphomotor issues should be assisted by pencil grips, computer-assisted/voice-activated software, or tape recorder (if available).

Advanced: Level One

- Complete "Motivation" activity

- Complete Guided Practice and if completed before the time allotted ends, be a student assistant/peer tutor for other students.
- Independent Practice:
    - Complete Independent Practice (Ages 5-8)
    - Act as a peer tutor
- Share completed work with the class
- Homework: In addition to completing the original homework assignment, do a timeline for/with your parents (from ages 1-8, as done in class).

My Timeline: Directions



Think

Draw 

Write 

Title: Adding "Me" to our Classroom Community (Me + You=Community)
(Idea obtained and adapted from The Community Discovered, .
http://communitydisc.westside66.org/HTML/info/abs.html)

Aim: To show students how their individual qualities combine to form one whole—a classroom community.

Objective: Students will begin to learn how to integrate their individual qualities into the newly-forming classroom community.

Materials: Crock pot/boiler, blender, apples, oranges, mangoes, agave nectar, ice, post-it notes, pencils, paper cups, chart paper, and markers.

Vocabulary: Individual, Unique, Qualities, Combine, Change, and Community

Summary: In this lesson, students will be engaged in a hands-on activity that is designed to help them see how individual items can come together to form a community. At the conclusion of this lesson, students should understand how things can change and add something different to the community.

Motivation: Choose one student to come to the front of the class and hold the orange, have a second student hold the apple, and a third hold the mango. Then, ask the students what they see as you point to the student holding one of the pieces of fruit. As the students identify the fruit, write its name on the board and a (+) sign after it until all of the fruits are listed (and then write an = sign). Then, add each one of the fruits/fruit pieces into the blender. As you add each individual piece say, "What am I adding? Is it an apple and something else or is just an apple? It's just an apple now but wait until later." Repeat this process with all of the other ingredients. After you've done this, pour a small portion into ___ cups and ask, "What is it now? Look at it, smell it, and taste it if you want. Is it still just an apple, or a mango, or an orange or is it something different?

If it is something different, did the apple and the mango and the orange disappear? How do you know?" Tell the students that you all just made a smoothie by mixing individual ingredients together to make something new. Make sure that you tell them that the new creation still has all of the individual ingredients but that it has changed into a new creation as well.

Direct Lesson: Ask students to write their names on a piece of paper and to write on the back of the card something about them that they believe is special. Then, instruct the students to put the paper inside their desks until further notice. Next, gather the students on the rug to read the book *Pablo's Tree*, by Pat Mora. Have the students preview the book and make a prediction of what it will be about. After you read the book, ask students to think of an object that describes them. Tell the students that this book is about how special we all are as individuals and that we are all unique, or one-of-a-kind. Tell them that you can combine these "unique," individual qualities just like we combined the pieces of fruit to make the smoothies. After this, direct students to their cooperative tables where they will create their object—one that best represents who they are.

Guided Practice: The teacher will demonstrate step-by-step how to create the object (on a piece of paper cut into the shape of a leaf). The students will follow these steps as the teacher demonstrates them:

Step 1: Do a web on "The special things about me" (e.g., if I sing, I could write the word "song" or draw a picture of a musical "note").

Step 2: Draw a picture that stands for/represents the word you chose.

Step 3: Hole-punch the leaf and string a piece of yarn through it.

Step 4: Present your object to the class by describing it and saying how it represents who you are as an individual.

Step 5: As each student concludes his/her presentation, he/she will walk over to the cardboard "tree" and place it on one of the branches.

Next, ask the students, "What did we do here? What happened?" [Desired Answer: We changed from individuals into a tree that represents all of us.] To ensure students have understood the change that occurred, ask the following questions:

- Where did we start? [Answer: With our individual qualities and special characteristics.]
- Where did we end up? [Answer: With a new creation that represents all of us as a community.]

Last, say, "Okay, did you all see what I just did? First, I brainstormed the special things about me by doing a web. Next, I drew a picture about the things I brainstormed. Then, I hole-punched the leaf and put a string through it. After that, I showed my special leaf to the class. Last, I placed the leaf on one of the branches. Okay, now I want you to repeat these five steps with me—

Brainstorm and Web 

Draw 

Hole-Punch and String

Show

Place

Independent Practice: Students will practice combining individual qualities to form a "new whole" within their cooperative groups, using the "name and characteristic" cards they made at the beginning of the lesson. Students will have to discuss and decide, as a group, how to "appreciate" their individual qualities and combine them to create something that represents all of them. Possible suggestions include:

- Tape the cards together (i.e., do a "people equation")
- Write a story that integrates the qualities and experiences of all members of the group
- Do a Venn Diagram with the cards

Make sure each student/student group is provided with a copy of the five-step directions. Each group will present their creations.

Assessment:

- Homework: Answer the question, "What did I learn about changing from an individual into a community?" Also, define "individual" and define "community."

Adaptations

Minimal—Essential

- Complete Guided Practice: Create and complete the "unique" object (and participate in the discussion/reflection).
- Independent Practice: Work within your cooperative groups to complete the activity and present unique creations.
- Homework: Answer the following question: What did I learn about changing from an individual into a community?

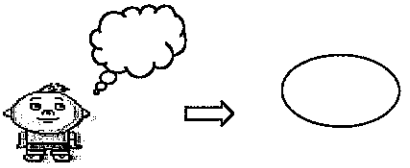
Adapted: Level One

- Complete "Guided Practice" with the assistance of a peer tutor.
- Independent Practice: Work within the group (and if needed, work with the assistance of a peer tutor).
- Homework: Define individual and community

Advanced: Level One

- Complete "Guided Practice"
- Independent Practice: Initiate and complete 2 projects, instead of 1, within the cooperative group.
- Homework: In addition to answering the question yourself, ask one other student this question and record their response.

Direction Sheet: You + Me= Community

Brainstorm &Web 

Draw 

Hole-Punch and String 

Show 

Place 

Title: What is a Community?

Aim: To introduce students to the theme of community through literature and a hands-on activity

Objectives:

1. Students will begin to understand what a community is.
2. Students will begin to understand the many characteristics of "community"

Materials: Experience chart, markers, note cards, string/yarn, sentence strips, the community box, and the teacher-made game entitled "What is a Community"

Vocabulary: Community, community-building, individuals, groups.

Summary: In this lesson, students are asked to engage in a series of mini-activities that require them to "pool" their thoughts and work with their classmates—all in the hopes of forming a more cohesive classroom community.

Motivation: As students walk into the room, hand them a blank sentence strip with the sentence starter "Community is..." and tell them to finish the sentence with their own thoughts about community. Also, instruct students that they can illustrate, or draw a picture of what a community is on the opposite side of the strip. When done, students will fold the strips and place them in the "slit/opening" of the "Classroom Community Box."

Directed Lesson: Ask students to come up, one by one, pull a strip out of the community box, and read it to the class. The teacher can demonstrate by reading her own sentence strip. As each student finishes reading a strip (presumably not his/her own), the student will remain and the next student will come up, pull a card from the community

box, and read it (still holding the strip). When all students have come up and read a sentence strip, they will have formed a circle around the classroom. While the students are standing there, the teacher will tape/staple/otherwise affix one sentence strip to the next until it has been formed into a large circle. This circle will be moved to the meeting rug. Students will sit within this circle of strips for the lesson/activities to follow. The teacher can say, "Now that you all have come up with some really good ideas for what a community is, we are going to read a book that will help us understand more about communities." Preview and ask students to make predictions about the book entitled *A Place To Live*, by Jeanne Bendick.

After reading the book, web students' responses to the following questions:

1. What do you find in a community (or, What did the characters in the book do? What types of places did they talk about?)? [Prompt students to list the different physical/tangible things that they find in a community, such as buildings, stores, houses, etc.]
2. What things are necessary for a community to exist and to grow? [Here, prompt students to list the intangibles—rules, people, cooperation, etc.]
3. What would you call us, sitting here in one big circle, talking with one another and working together? [Here, make sure that you use the word "group" and then ask the next question: How can we, a group of individuals, come together to form a community?]

Guided Practice ["What is a Community?" game]: In order to further acquaint students with the theme of community, the entire class will play the teacher-created game "What is a Community?" Comprised of questions and group challenges, students will

work together to answer questions and learn more about what is required to form a classroom community. The questions (thus far) for the game are as follows:

1. What types of things do you find in a community?
2. Why are communities important?
3. What are rules and consequences and why do you need them in a community?
4. What is cooperation? Why is it important for members of a community?
5. What types of things would you find in a classroom community?
6. Who would you find a classroom community? Why?
7. What do you think should happen in a classroom community if a problem arises? How should the members of that community handle the problem?
8. Why do communities have jobs and why is it important for community members to do their jobs?
9. What types of jobs do you think are important for a classroom community to function?
10. What do you think is the difference between an individual and a community? Are individuals a part of a community? If so, how?
11. Community Game Challenge #1: Finish My Story—Adapted from *Tribes* (Gibbs, 1995, p. 239). Standing in a circle, one student starts a story with a few sentences. When the bell rings, the next student continues the story where the last student left of and this continues until all students have contributed to the story. The teacher will record the story. After recording the story, the teacher will ask the following two questions:

- In order to complete this story, what did all of you have to do? [Answer: Work as a group, or a community and help each other to finish it.]

12. Community Game Challenge #2: Spider Web—Adapted from *Tribes* (Gibbs, 1995, p. 246). Sitting in a circle, students will share something special about themselves and roll the ball of yarn to a student across from them for that student to share. This continues until all have contributed. Once the last student has shared his/her experience/story, the teacher will ask the following questions:
    - When you look at the yarn and the pattern that we have created, what does it look like? [Answer: A spider web.]
    - Could this have been created by one person, even two or three? Why or why not? [Answer: No, because it took all of us working together to make this big spider web.]
    - Did you learn something new about your classmates?

Teachers please note: This "community game" is not one intended to initiate and complete in one class session. Rather, you can pick and choose activities for different days and times when the opportunity arises. For example, you could do the "Spider Web" activity during morning meeting or afternoon meeting.

Independent Practice: Using the information and knowledge acquired from the above activities, students (working in their cooperative groups) will write a list of things that they (as a whole class) will need to do and have in order to build a classroom community. Students will also be provided with drawing paper, markers, and crayons to design a map of their classroom community.

Adaptations

Minimal—Essential

- Participate in the game "What is a Community"
- Complete the "list" of things needed to "build a classroom community" (i.e., must list 12 things)
- Design a map of the classroom community

Adapted: Level One

- Participate in the game "What is a Community"
- List "7" things, as opposed to the standard requirement of "12," for the "things needed to build a classroom community"
- Draw the classroom as it is. Then, perhaps, add the "7" items from your list to your map.

Advanced: Level One

- Participate in the game "What is a Community"
- List "16" things, as opposed to the standard requirement of "12," for the "things needed to build a classroom community"
- Design a map of your 2nd grade classroom and one of what our classroom community will look like. How are they alike? How are they different?

Title: The Interview Puzzle (Getting to Know the Members of My Classroom Community: Who are we?)

Aim: To facilitate student interaction with an interactive interview game.

Objective(s): Students will learn more about their fellow students through this interview puzzle activity.

Vocabulary: Interview.

Summary: In this lesson activity, students will interview one another in an effort to learn more about their classroom community members.

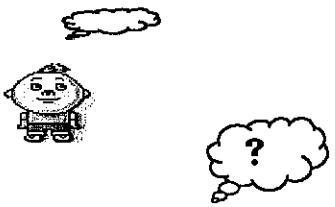
Materials: Puzzle pieces (with interview questions pre-printed) and pencils.

Motivation: Say, "Raise your hands if you've watched the news before. Okay, then I bet you've seen a reporter ask somebody questions. Who knows what that is called? That's right, an interview!"

Direct Lesson: Say, "How does a person get to know someone they just met? How will all of you get to know each other? One way is to ask each other questions and as we just learned, that is called an interview. In an interview, one person asks another person questions and writes the answers down.

Guided Practice: Say, "Today, all of you are going to be junior reporters and interview each other in pairs (that means two people will work together to ask each other questions). The twist here is that your interview paper will be cut into the shape of a puzzle piece. When you finish the interview, take the interview puzzle piece and place it on the rug in the space where you think it belongs—like a real puzzle. Before I send you off to interview each other, I thought I'd let you practice interviewing by asking me a few questions that I will do my very best to answer! Well, before you begin to practice your

interviewing on me, let's go over the interviewing steps. First, you have to think about what you want to know about me. Next, form a question in your mind. Next, ask the question! Okay, the three interview steps are think, form a question, and ask the question! Say them with me…

Think 

Form a Question 

Ask a question  !"

It is a good idea to provide the students with sentence starters, in case they have trouble coming up with ideas. Some good examples are the following:

- Where are you from?
- Do you have pets? (If so) How many pets do you have?
- Do you have brothers and sisters? (If so) How many?
- What was your favorite thing about school when you were in the third grade?

Independent Practice: Reveal student pairs by "unveiling" the interview assignments on the board. When instructed, student interview pairs will be called up to retrieve their interview puzzle pieces. When student pairs complete the interview, they will go to the rug and locate the placement of the puzzle piece.

Assessment: To facilitate maximum student interaction and exchange of information with this puzzle, students will be required to answer the following questions from viewing the puzzle (with completed answers) and record the following pieces of information:

1. How many students are in this class?
2. How any students have pets at home?
3. How many students have brothers at home?
4. What are the names of the students who read the book *Harry Potter and the Chamber of Secrets*?
5. What are the names of the students who said that their favorite subject in school is reading?

Adaptations

Minimal—Essential

- Participate in the "Practice Interview Session" with teacher
- Complete the student interview with assigned partner
- Answer the assigned "5" assessment questions
- Complete your homework assignment

Adapted: Level One

- Listen to practice interview (and, if in a room with two teachers, take part in a small-group practice interview session as opposed to a whole-class practice).
- Complete as many questions as possible for your partner's interview—receive assistance from student partner, teacher, or paraprofessional.
- Answer "3" of "5" assessment questions.

- Homework: Give student a pre-printed questionnaire to ask parents questions for parent interview.

Advanced: Level One

- Act as a "student facilitator" during the practice teacher interview.
- Ask pre-printed questions to assigned partner and come up with two of your own questions to ask (in the space provided).
- Answer the "5" assigned assessment questions and 5 bonus questions as well.
- Homework: Ask your parents the questions listed plus an additional "5" of your choice.

Interview Directions

Think 

Form a Question 

Ask a question 

Title: "Creating a Class Constitution—What are the Rules? (adapted from Developmental Studies Center, 1996)

Aim: To Guide Students in the Creation of a Class Constitution by Adopting a Set of Classroom Rules

Objective: Students will collaborate with their classmates and their teachers to establish class norms for their learning and behavior—norms that will be drafted into a "Class Constitution"

Materials: Chart paper, markers, clipboards, pencils, paper, directions (with picture clues).

Vocabulary: Constitution, Community, Rules.

Summary: This, the first in a series of lessons based on creating a set of classroom rules. Students work together to talk about the type of classroom they want—a most important precursor to the student-driven process of creating a set of rules for their ideal classroom community.

Motivation: The teacher will begin the discussion on the rug and in a circle by posing saying, "One of the things we learned was necessary for communities to grow and survive is a system of rules that everybody in that community agrees to follow." Next, the teacher will ask the students, "What rules do you follow at home or in your neighborhoods?" Field students' responses as a lead-in to the direct lesson.

Directed Lesson: The teacher will explain that this is the first class meeting of many and that meetings will give students and teachers the opportunity to share ideas, plan for the future, solve problems when they arise, and just to check-in to see how things are going Developmental Studies Center, 1996, p. 57). She will then explain that the purpose of this meeting is to begin to set up rules for the class. Then, the teacher will ask, "Why

would we want to set up some rules for our class?" After gathering/recording some of the students' ideas and thoughts on this question, the teacher will communicate to the students that the objective of establishing rules is to ensure that they have a classroom community that is a safe space—a space where all students are supported by one another and feel free to learn in their own way. Next, the teacher will introduce the concept of a Constitution first by saying that the rules they come up with will be turned into the "Class Constitution." She will define Constitution as a document of written laws/rules that people come up with and follow to make sure that they live in a safe and orderly community.

Guided Lesson: As a whole group, and while still on the rug, students and teachers will begin to come up with "ground rules" for their classroom community. The teacher will explain that these rules are "non-negotiable," or that they must be followed everyday, all day (with no exceptions). The teachers will encourage the students to begin generating ground rules and they will record these on the flip charts and instruct students to begin jotting these down on their clip boards as well. If the students have not come up with all of the ground rules the teachers deem necessary, the teachers will list and discuss the following ground rules:

- I will raise my hand if I have something to say
- I will keep my hands, feet, and objects to myself
- I will follow all directions
- I will use only kind words.
- I will help and support my classmates.

The steps students and teacher(s) will follow in the creation of this list are the following:

1. Discuss 
4. Decide 
5. Sketch and Color 
6. Write 
7. Present 

After these rules have been discussed, the teachers will continue to elicit students' responses on additional rules that they feel are necessary for the class. When a student volunteers a response, he/she will be required to state the reason why he/she believes this rule is necessary for this classroom community. These responses will be recorded on the flip chart as the children share their thoughts and ideas.

Independent Practice: Students will work in groups of four (at their cooperative tables) to discuss the ways they hope their classroom community will take shape. Working on large poster board, students will draw pictures of their ideal classroom community. They will draw a picture to match each of the rules outlined above. First, students will discuss. Second, they will decide. Next, they will sketch and color. Then, they will write brief descriptions of their pictures. Last, they will present their work to the class.

Assessment:

- The teacher will evaluate/assess students' ideas and ability to work with a partner when students reconvene as a group and discuss the partners' chosen ideas.
- Students will be encouraged to voice their comments, concerns, and questions about the ideas being discussed, and the teacher will observe, facilitate, and monitor this discussion to gauge the level of engagement and understanding on the part of the students.

- Partners will be given additional time to get back together to finalize their idea lists after the group has discussed them/provided comments (i.e., to finalize their sentences/drawings).
- Students will be invited to reflect on this first meeting, to share what they liked and didn't like, and whether or not they would do anything differently.

Adaptations

Minimal—Essential

- Students will participate in, and complete, the "Guided Practice," where they brainstorm and generate a list of ground rules on their flip charts.
- Participate in and contribute to "Independent Practice" activity (working in student pair) to generate additional ideas of ways they want their classroom to be (coming up with 3 ideas/rules that they will write/draw and eventually, share with the rest of the class).

Adapted: Level One*

- (For students with word-finding issues)
    - Will be provided with a list of words (with picture clues) to help in the creation of rules.
    - Will be provided with the opportunity to write their rule ideas on a computer with Write OutLoud or CoWriter.
    - For students with grapho-motor issues, recording of information can be done via tape recorder, computer-assisted devices, or by student-peer assistant.

Advanced: Level One

- Guided Practice: In addition to activity outlined, students working at this level will document the rules from last year's class and compare them with the rules they have come up with for our classroom community.
- Generate a list of 5 ideas, as opposed to 3.

Directions: What Are the Rules?

Discuss

Decide 

Sketch and Color

Write

Present 

Title: "Creating a Class Constitution—A Set of Fair Consequences

Aim: To guide students in their understanding of consequences and to get students to generate ideas about consequences they want for their rules.

Objective: Students will gain an understanding of what a "consequence" is and subsequently, begin to develop consequences to accompany the rules they have come up with.

Materials: Chalk board, chalk, paper, pencils, and directions sheets.

Vocabulary: Rules and Consequences.

Summary: This, the third in a series of lessons based on creating a set of classroom rules, takes students a step closer to the creation of a set of classroom rules—a classroom community constitution. In this particular lesson, students work together to generate ideas about appropriate consequences for the rules they generated.

Motivation: The teacher will ask, "What happens when someone doesn't follow the rules we just outlined? What if one of you breaks one of the rules?"

Direct Lesson: The teacher will introduce the students to the word "consequences." She will tell them that it is the outcome or the result of someone's actions. I'll give you some examples, if someone breaks rule #2 (keep hands, feet, and objects to yourself), what do you think should happen (what should the teachers do to let this student know that he or she has broken a rule)? After taking some of the students' responses, the teacher will explain that consequences are not a punishment but rather, an important part of making sure that our class is a safe place to learn. Consequences make sure that students understand that they are responsible for their actions.

Guided Practice: In order to demonstrate what the students will do in the next section of the lesson, the teacher will give the students another example and work on it with them. For example, she will say, "What if someone breaks rule #4? Will somebody read it?" Then, she will ask what should happen if somebody broke this rule by saying something unkind (or mean). The teacher will ask the students to work in their groups to come up with two consequences in each group. She will ask them to share their choices and these will be recorded on the board. Then, the teacher will "unveil" the list of consequences below for students' consideration.

Negative Consequences

- Warning
- 5-minute time-out
- 2-day job suspension
- Call and/or write a note to parents
- Loss of a trip

Positive Consequences

- 15 minutes of free time
- A positive note home
- Selection as a "Student/Peer Assistant"
- Teacher's Assistant
- Free Choice Time

Independent Practice: During the independent practice, students will work to match rules with consequences and to decide if the consequence and rule match. Working in their clusters, students will be responsible for voting on the top two choices for

consequences. Using the activity sheet below, students will work in their cooperative groups to practice matching consequences and rules (thereby deepening their knowledge of the rules and consequences of the class). After the students' responses have been recorded, the teacher will steer them in the direction of the five listed above and direct them to write these consequences down in their notebooks.

Matching Rules and Consequences

Student Action	*Rule: Followed or Broken*	*What Consequence is Fair?*
Helped a classmate during math by explaining the directions again and providing an example. Student also gave encouraging words.	I will help and support my classmates.	
Teased a classmate who was having trouble reading.	I will only use kind words.	
Pushed a classmate when waiting on-line for the bathroom.	I will keep my hands, feet, and body to myself.	
Raised hand patiently when she had a question.	I will raise my hand when I want to speak.	

Assessment:

- Students will reflect on this activity in their journals.
- Teachers will monitor student's work in groups.
- Homework: Ask parents what the consequences of breaking/following rules are at home. Write these down in your journal.

Adaptations

Minimal—Essential

- Guided Practice: Contribute to group discussion of consequences.
- Independent Practice: Participate in consequence vote.
- Homework: Do homework (as outlined/directed)

Adapted: Level One

- Guided Practice: Contribute to group discussion of consequences.
- Independent Practice:
    - Participate in consequence vote (with the assistance of a peer tutor).
    - Receive assistance during "Consequence and Rule" Matching activity.
- Homework: Do homework (as outlined/directed)

Advanced: Level One

- Guided Practice: Contribute to group discussion of consequences.
- Independent Practice: Participate in consequence vote.
- Homework: In addition to the original homework assigned, provide 3 examples of times you faced a positive or a negative consequence.

Title: "Creating A Class Constitution—Practicing the Rules and Consequences

Aim: To lead students in the practice of their selected rules and consequences.

Objective: (1) Students will finalize their ideas about consequences and begin pairing them with the accompanying rules.

(2) Students will do this by playing the "Rules Have Consequences" Game

Vocabulary: Consequences, Rules, Fair

Materials: Chart paper, markers, scenarios (typed out on strips), and direction sheets (with picture clues).

Summary: Through scenarios (dramatized and written), students will better understand the consequences selected and how they relate to the rules chosen.

Motivation: Ask, "What if a girl forgot to take out the trash at home. Would it be a fair consequence for her to be grounded for two weeks? Yes, or no?" Take a vote and have a mini-discussion about how the consequence—negative or positive—must fit the rule that was either followed or broken (and that in this case, the consequence was too harsh for the rule the girl broke).

Direct Lesson: Say, "We learned in our last lesson that a consequence is the outcome (or result) of a person's actions—good or bad. We have to have consequences because it's the best way for us to make sure students are responsible for what they do. The consequences that we set have to match the rules. If they don't, it won't be fair. Just like in the example of the girl who broke the house rule to take out the trash, the consequence of two weeks of grounding was too much and this was unfair. Consequences work only when they fit the rule that was either followed or broken."

Guided Practice: Through acting out different scenarios involving rules and consequences, students will be guided through the process of matching rules to their correct consequences. Hand the student a slip of paper with the scenario on it. Pull the student(s) aside and make sure they understand the scenario/situation to be acted out for their classmates.

Say, "Look at me as I solve the first scenario. First, I read the scenario to myself. Next, I look at the students acting and I listen. Then, I think to myself, 'What rule was either followed or broken? What consequence is fair in this case?' Last, I decide on the rule and consequence. Now, say the steps with me...

Read 📖

Look 👀

Listen 👂

Think 💭

Decide

Acting Scenario #1: Jessica wanted to answer the teacher's question but she didn't want to wait by raising her hand. Instead, she called out the answer and kept doing so (hoping the teacher would acknowledge her).

Question: What rules has Jessica broken? Which consequence should she face and why?

Acting Scenario #2: While working in his group, John discussed the math problem of the day with Karie. Karie disagreed with him but John didn't argue; instead, he listened and said, "Okay, you can say that's the answer if you want. Here's what I think the answer is."

Question: What rule did John follow? What level of a (positive) consequence should he face and why?

Acting Scenario #3: Jason hit Brittany on the arm when she told him to be quiet. She told him to stop and that she didn't like it when he hit her. Then, Jason yelled out during a class discussion and said, "Brittany isn't nice. I don't like her anymore!"

Question: What rule(s) did Jason break? What consequence(s) should he face and why?

Independent Practice: Working independently in their cooperative groups, students will *fill in the blanks* on this worksheet "Help Me Find My Consequence." Make sure students have a directions sheet.

Help Me Find My Consequence

Situation	**Rule**	**Was the Rule Broken or Followed?**	**Consequence**	**Was the Consequence Positive or Negative**
Robert interrupted a classmate when she was answering a question	One person speaks at a time or I will raise my hand if I have something to say.	Broken	A Warning	Negative
Lisette raised her hand when the teacher asked a question.		Followed	15 minutes of free time.	
Amy pushed Diana down on the playground. Then, she said mean things to Diana.				Negative
Karen helped Jenny when she had trouble finishing her work.		Followed		Positive
Daniel told Liz that he liked her story and that he thought she was a good writer.		Followed		

Assessment:

- Working in groups, students will create posters of the Rules and Consequences to be displayed in the room throughout the year.
- Students will have a "Class Constitution Party" wherein they show and discuss the rules and consequences to other classes, teachers, school personnel, and parents/guardians.

Adaptations

Minimal—Essential

- Participate in guided practice/group discussion (scenarios)
- Complete worksheet entitled "Help Me Find My Consequence" within your cooperative group.
- Work on and complete "Rule-and-Consequences" poster/constitution.

Adapted: Level One

- Participate in guided practice/group discussion (scenarios)
- Complete worksheet entitled "Help Me Find My Consequence" within your cooperative group (with the assistance of a peer tutor).
- Work on and complete "Rule-and-Consequences" poster/constitution.

Advanced: Level One

- Participate in guided practice/group discussion (scenarios)
- Serve as a peer tutor.
- Produce an additional poster displaying the rules and consequences for the class.

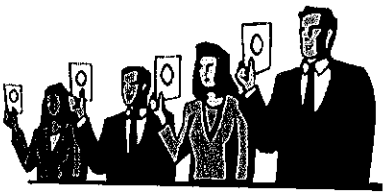
Scenarios Direction Sheet

Read 

Look 

Listen 

Think 

Decide 

Title: Help Wanted

Aim: To interview and hire students for classroom jobs

Objective(s):

1. Students will learn the importance of jobs (and employees) in a classroom community
2. Students will learn what is required to get hired and to keep a job

Materials: Job Application Sheets, Job Descriptions, newspaper (classifieds), directions sheets.

Vocabulary: Job Interview, Application, Experience, Reliable, Dependable, Responsibilities, Employees, Applicant, Employer, and Qualifications

Summary: This lesson acquaints students with the role jobs (and more importantly, workers/employees) play in a community. After this lesson, students should be able to articulate the process and importance of getting and maintaining a job—and the impact on a community.

Motivation: Web the students' responses to the questions, "Why do your parents and guardians go to work everyday?"

Direct Lesson: Say, "As you all just said, people work for a lot of reasons. People work to make money, because they like the work that they do, and some people work because they have to work. Today, we have a guest speaker, Mr./Mrs. _____ who works in this school. He/she will talk to us today about their job in our school and why they think it is important for all of you to have jobs in our classroom community." After the speaker finishes his/her presentation, discuss the following points:

- Why are jobs important to our classroom community?
- What kinds of jobs do you think we need in our community for it to function?

- What do you think you, as an employee of this class, will be responsible for (that is, what do you think you'll have to do to keep your jobs)?

Guided Practice: The teachers and guest speaker will take the students through the process/steps of applying and interviewing for a job (complete with the job application form that students will be required to fill out). Steps include the following:

- Want ads/classifieds
- Making calls/setting up interviews
- Filling out application and conducting interviews.

Teachers will "role play" the job application and interview process. One teacher will play the role of "applicant" and the other teacher the role of "employer."

Say, "Watch me as I read the want ads and find a job to apply for, fill out an application, and finally, go on an interview! I'm going to need your help!"

Independent Practice: Students will decide which job to apply for and go to one of three stations to apply for one of the following positions:

- Line leader
- Table monitor
- Homework monitor
- Pencil Monitor
- Janitor/Custodian
- Bathroom Monitor
- Attendance Monitor
- Class Monitor
- Board Eraser

- Science Center Monitor
- Math Center Monitor
- Reading Center Monitor
- Distribution Assistant
- Stand-by

Prior to going to a station for an interview, students (in a brief consultation with the teacher) will decide which job to apply for and go to the corresponding station for an interview.

Lesson Tip: Teachers should rotate jobs randomly every 6 weeks (after this initial hiring and interview activity) in order to give students the chance to fulfill other job responsibilities.

Assessment: Students will write a paragraph about the job they got and how their job will help the classroom community run better/more smoothly.

- Teachers will assess students' interviews
- Students will self-assess their own performance (i.e., applications and interviews)
- Homework: What job(s) do you do at home? Write down the job and describe why it is important.

Adaptations

Minimal—Essential

- Complete preparatory/mock interview process in "guided practice"
- Independently apply for one classroom position.
- Homework: Complete the assignment (as outlined)

Adapted: Level One

- Complete "Guided Practice"/mock interview process within a small group (while guided by the teacher/teacher's assistant/paraprofessional). Also, the various steps involved in the job application process will be followed and completed at the pace most appropriate for the students in this group/at this instructional level.
- Independent Practice: Working with a peer tutor, students will complete each step of the interview process.
- For students who have difficulty with fine motor issues, they will be provided with a tape recorder in which to record their responses to the job application.
- Similarly, students who have difficulty reading the questions on the job application will be provided with an assistant who will read the questions to them.
- Homework: Complete the assignment (as outlined)

Advanced: Level One

- Guided Practice: Complete mock interview process. (If completed quickly, repeat with another mock job application for another position).
- Independent Practice: Apply for desired position and, when completed, assist other students as a peer tutor.
- Homework: Document your job at home for 3 days. On each day, write a response to each of the following 3 questions:
    - What did I do?
    - How did my job help my family/my home today?
    - What would have happened if I didn't do it?

Class Community News

Help Wanted!

The classroom community is looking for 22 good workers. These students should be qualified, dedicated, and dependable. If you are qualified, that means that you have the skills and ability to do the job. If you are dedicated, that means that you will not leave the job but do it everyday. If you are dependable, that means that you will not be late and that you will always show up for your job. If you can say that you are all of these things, then PLEASE read the want ads below and come see us for an interview! You could be employed (or, have a job) as early as later on today!

Wanted: Line leader. The line leader will lead the classroom community line as it moves down the hall. This responsible person will set an example by being focused, by looking straight ahead, and by checking on the other students who are on the line. If this job sounds good to you, come to booth #1.

Wanted: Table Monitor. This job is one of the most important jobs in the classroom. The table monitor is responsible for getting the table's supplies and for passing out handouts and paper. If you think you can handle this job, PLEASE come by booth #1. Hurry! We only have four table monitor positions!

Wanted: Homework Monitor. The homework monitor is responsible for collecting the homework from each table in the morning and making a note in the homework log next to each student's

Class Community News

Help Wanted!

name. You will be the person who will let the teacher know who is (and who is not) doing their homework. If you like this position, PLEASE come by booth #1!

Wanted: Pencil Monitor. Everybody wants to be pencil monitor. Why? Because the pencil monitor is the ONLY person in the class who is allowed to sharper pencils and place them in the pencil cans. Don't wait too long! Come by booth #1 to apply today!

Wanted: Janitor/Custodian. Without a classroom janitor, where would we be? The janitor is responsible for keeping the classroom clean. This lucky and important student has to stay on top of any trash or garbage that is in the room. If they don't, we'll have little critters—oh no! If you want to do this job, PLEASE stop by booth #2!

Wanted: Bathroom Monitor. Even though we don't like to admit it, students play in the bathroom sometimes. The bathroom monitor is responsible for making sure that no more than three students are in the bathroom at one time. Also, this student must make sure that each student takes no more than 4 minutes in the bathroom. Can you do this? If so, PLEASE stop by booth #2!

Class Community News

Help Wanted!

Wanted: Attendance Monitor. The attendance monitor does two things: (1) checks the attendance every morning and (2) takes the attendance sheet to the office. Are you responsible? Can we trust you to deliver the attendance? If so, PLEASE stop by booth #2!

Wanted: Class Monitor. The class monitor is like the class representative. On those special occasions when the teacher needs a note taken to the office or when the principal asks for the class representative, YOU will be the one we send! Does this sound like a good job to you? If so, stop by booth #3!

Wanted: Board Eraser. The Board Eraser is responsible for making sure that all boards—even the white boards—are erased at the end of the day. If you can PROMISE that you will not play with the erasers, we hope to see you at booth #3 today for an interview!

Wanted: Librarian. Every teacher needs a good librarian. As the librarian, you will keep the books in order, check out books, and keep good records. Where would we be without a librarian? We can't wait to hire someone for this job! Come by booth #3 today!

Class Community News

Help Wanted!

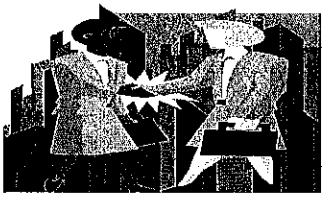
Wanted: Science Center Monitor. Who will take care of the microscope, and the goggles, and the insects? You will! As science center monitor, you are responsible for taking care of the supplies and insects/animals in the science center. You MUST be responsible and we hope to see you today! Come by booth #3!

Wanted: Math Center Monitor. Snap cubes, pattern blocks, counters, dice. These are just some of the things you will be in charge of cleaning up if you are hired as this classroom community's Math Center Monitor. If you are ready to take on this responsibility, come by booth #4!

Wanted: Reading Center Monitor. The Reading Center Monitor is responsible for making sure that the pillows and books in the reading center area are in order. We hope to see you at table #4 today!

Wanted: Stand-by. The Stand-by is perhaps the most important job because this person will fill in for any person who is absent or unable to do their job! Are you the most responsible person in the world (or at least, in our classroom community)? If so, please come by our booth—booth #4!

Job Application



Name: _____

Date: _____

Job Applying For:

_____

List Qualifications:

_____

_____

_____

Why do you want this position?

_____

_____

_____

List two references.

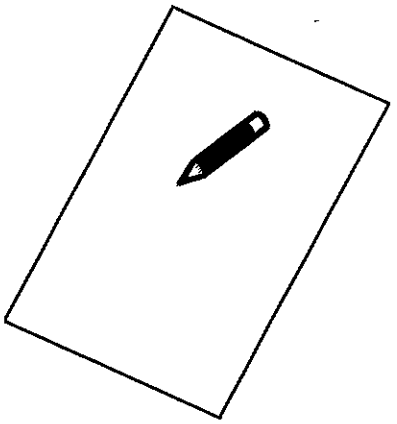
1. _____

2. _____

Directions: Help Wanted

Read

Fill Out



Interview

Title: Problem Solvers (Conflict Resolution Lesson #1)*

Aim: To begin to make students aware of the conflict in their lives and how best to deal with it.

Objective(s):

1. Students will begin to explore their feelings and understand them; and
2. Students ill begin to learn how to process their feelings and deal constructively with a conflict that arises with another student

Materials: Emotions worksheet, vignettes, problem solvers journals.

Vocabulary: Needs, Emotions, Conflict, Met and Unmet Needs, Communicate

Summary: After an in-depth discussion on the connection between needs and emotions, students will apply this new-found knowledge to an activity that will assess their ability to understand the link between needs and emotions (especially as they affect children in a classroom community).

Motivation: Give each cooperative table a note card with an emotion written on it (i.e., angry, happy, sad, scared, and confused). Hen you point to a table, tell the students at that table to stand up and demonstrate the assigned emotion. As the rest of the class identifies the emotion, the teacher will add it to the web on "emotions/feelings."

Direct Lesson: Define "emotions" as "the ways that we feel when we don't get something that we need." Discuss the webbed emotions—angry, happy, sad, scared, and confused—and explain that we feel this way when a need that we have is or is not met. Say, "For example, when a person is hungry hat will he/she want to do? That's right, he/she will want to eat. Is eating something that a hungry person just wants, or is it something that the person needs? That's right, a hungry person may want to eat but they

definitely need to eat! So, if a hungry person does not get any food, how do you think he/she will feel if he/she could not find any food anywhere? This person would probably be angry or upset. If this person did manage to get some food, she/he would probably be pretty happy about that, right? So, with this example we just learned that our emotions, or our feelings, are tied to our needs. In our classroom community, you as students are going to feel the need for different things at different times. In order to control your emotions, you'll have to know what you're feeling when you are feeling it and you'll have to know how to tell us about your feelings and needs. When you don't communicate your feelings and a need goes unmet, a problem (or conflict) arises." Make sure students write these definitions down in their problem solvers journals.

Guided Practice: As a whole class, students will practice linking unmet needs and met needs to their corresponding emotions, using a chart like the one below. Say, "Look at me as I look at the met/unmet need and match it to the appropriate emotion! First, I look at the need, like sleep and ask myself, 'What if a student does not get enough sleep? What emotion will that student show, possibly? I'm thinking maybe anger, maybe even frustration. What if the need is met? I think the student will be happy and thankful! Now, it's your turn to help us finish this table! Don't forget to follow the directions, say them with me…

Identify Need

Ask (if Need is Met or Unmet)

Identify Emotion."

Need	Emotion if Need is Meet	Why? Explain	Emotion if Need is Unmet	Why? Explain.

Need	Emotion if Need is Meet	Why? Explain	Emotion if Need is Unmet	Why? Explain.
Sleep				
Housing				
Clothing				
To Be Welcomed Into a Group				
Food				

Independent Practice: After students have practiced linking needs and emotions, students will be given vignettes of student scenarios and they will have to decide what need is exhibited and why the students reacted in the way that they did? Each cooperative group will be provided with two vignettes and a needs/emotions graphic (as seen above).

Scenarios:

Vignette #1: "Tonya in the Corner." The teacher told the kids to form groups of four. All the kids had been picked for groups, everyone except Tonya. She wanted to be in a group, any group, but none of the kids called her. Tonya began to cry and ran into a corner of the classroom, with her back turned to the class.

Vignette #2: "Good Food." Josh went into the cafeteria. He sat down and ate his breakfast—cereal, toast, and orange juice. He wiped his mouth and had a big smile on his face!

Vignette #3: "A Place to Call Home." John's family had trouble finding an apartment. They lost their last apartment because money was tight. When John came to school, he kept falling asleep and yelling at his classmates. Sometimes, he even started crying for what seemed to be no reason.

Vignette #4: "Sleep." Vicki went to bed at 8:30 last night. When she got to school, she was wide awake. Not once during the day did she fall asleep, like she had done before. All day, at school, she was smiling and playing nicely with her friends.

Assessment:

- Homework/Home-to-School Connection Journal: Ask students to tell their parents about the assignment in class (and to give their parents the letter from the teacher about the classroom community's conflict resolution program). Ask students to complete a "Needs-Emotions" chart with their parents—one tailored to the specific needs of adults/parents. Then, students should reflect on their experience in their problem solvers journals.

Adaptations

Minimal—Essential

- Record vocabulary/definitions in problem solvers journals.
- Guided Practice: Work through/complete needs-emotions worksheet.
- Independent Practice: Complete needs-emotions worksheet for vignettes/scenarios assigned (within cooperative group)
- Homework: Complete home-to-school connection journal assignment.

Adapted: Level One

- Teacher will provide a handout with lesson's vocabulary pre-printed (and to be stapled into the journal if the student has difficulty copying the information.

- Teacher will re-read vignettes aloud for students for whom decoding is a challenge or for students for whom receptive language is a challenge.
- Guided Practice: Working in a small group, students at this level will complete the needs-emotions worksheet.
- Independent Practice: In collaboration (and with the guidance of) student assistant/peer tutor, students at this instructional level will complete the needs-emotions worksheet for vignettes/scenarios assigned (within cooperative group)
- Homework: Complete modified version of home-to-school connection journal activity (with examples provided and some of the information filled in).

Advanced: Level One

- Record vocabulary/definitions in problem solvers journals.
- Guided Practice: Complete chart and serve as a student assistant.
- Independent Practice: Complete additional vignettes independently once group work is completed.
- Homework: Complete as directed.

***Problem Solvers Lessons, 1-6, were created based on information and notes obtained from the International Center for Cooperation and Conflict Resolution (ICCCR) 's 2002 Conference entitled "The Art of Conflict Resolution: Building Positive Learning Communities.**

Needs and Emotions: A Directions Sheet

Identify Need 

Ask (if Need is Met or Unmet) ?

Identify Emotion. ☺😐☹

Title: Problem Solvers (Conflict Resolution Lesson #2)

Aim: To help students understand how unmet needs can lead to conflict in our classroom community.

Objective: Students will begin to understand how unmet needs and misunderstood emotions can lead to conflict in the classroom.

Materials: *Andrew's Angry Words*, large drawing paper (pre-folded into fifths), pencils, and directions sheets.

Vocabulary: Needs, emotions, conflict, conflict resolution, channel, and redirect.

Summary: In this second lesson on problem solving, students will engage in a hands-on activity that will help them understand how unmet needs lead to conflict within their classroom community.

Motivation: Say, "Who has seen a volcano? Who has seen a volcano erupt?" Show students pictures of an inactive and an active volcano. Ask, "Which one do you think is safest to visit? Why?" [Answer: The inactive volcano is safer to visit because you can be around it and not get hurt. Once the volcano has erupted, the entire area around it has to be evacuated and a team of scientists and other specialists has to come and block off the area surrounding it.]

Direct Lesson: Say, "Just like the example with the volcano, the same kind of "eruption" can happen in our classroom community if we don't know the steps to take to prevent it. It's kind of like a fire—it's easier to put out when it's still small but when it grows into an inferno, it's out of control. Today, we are going to learn how emotions can lead to something called conflict." Ask the question, "Who knows what conflict means?" Web students' responses to the question. [Define "Conflict".] After the word "conflict"

has been webbed and discussed, ask students, "Who here has seen conflicts around them? You know, students or other people fighting or disagreeing or even fighting? Today, we are going to learn how emotions can lead to conflict, how conflict can lead to anger, how anger can lead to rage, and how rage can lead to violence. More importantly, we will begin to learn how to channel and redirect our anger (and other negative emotions) to meet our needs and resolve conflicts." Review definitions from previous lesson/day.

Guided Practice: Read aloud the book entitled *Andrew's Angry Words*, by Dorothea Lachner. Preview the story and ask students to make predictions based on the cover. Using the causal questioning technique, ask students questions (page-by-page) as you read the story. Ask students the following questions:

- What was the conflict in the story?
- Why was Andrew angry?
- How could he have used his anger to get what he needed instead of "blowing up" and making things worse?
- How did Andrew's anger affect the people around him?
- What could Andrew have done differently?

Based on *Andrew's Angry Words*, guide students in the creation of a comic strip where they write/draw an "alternate ending" to Andrew's tale—endings where Andrew dealt with his anger in a less explosive and more peaceful way. Guide students through the following steps:

Step 1: Fold the paper into 5 equal parts (i.e., _____).

Step 2: Draw pictures that show Andrew and the mood he is in (hint: he should start off angry)

Step 3: Write "captions" (or words and sentences) of what Andrew is saying in each picture by using the index cards provided.

Students will be given time to present their work.

Independent Practice: Students will respond to the following questions/prompts (individually):

1. Why is Andrew's story important for our classroom community?
2. What lessons did I learn about anger and conflict from the story?
3. Think of a possible conflict that could happen in our classroom community and design your own cartoon strip about it.

Assessment:

- Using the graphic from "Problem Solvers" Lesson #1, assess the students' ability to determine which emotions lead to conflict.

Adaptations

Minimal—Essential

- Copy vocabulary definitions.
- Guided Practice: Participate in post-reading activities (i.e., answering questions) and complete "conflict strip" for *Andrew's Angry Words*.
- Independent Practice: Complete independent practice independently.

Adapted: Level One

- Provide copy-preprinted list of vocabulary definitions
- Guided Practice: With individual or small-group assistance, answer the questions and complete the conflict script.

- Working either with a peer tutor or within a small group, complete the independent practice.

Advanced: Level One

- Copy vocabulary definitions.
- Participate in group discussion of book, complete the conflict strip, and be a peer tutor.
- Complete independent practice independently and assist other students who require assistance, once finished.
- Read additional children's books that showcase characters struggling with their emotions and complete a conflict strip for these books. One suggestion is the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (Viorst, 1987).

Title: Problem Solvers (Conflict Resolution Lesson #3)

Aim: To use dramatized scenarios to explore "using our words" and "active listening" to resolve conflicts and maintain peace in our classroom community.

Objective: Students will learn how to use their words to talk though negative emotions and conflicts.

Materials: The video entitled "Groark Learns to Work Out Conflicts" (Elkind and Sweet Communications/Live Wire Media, www.goodcharacter.com/GROARK/Conflicts.html), Problem Solvers Journals, and directions sheets (with picture clues).

Vocabulary: Communication, compromise, active listening, "I" Message, Listening, Honesty, Paraphrase, Encourage, and Summarize

Summary: In this lesson, students will learn and practice the technique called "active listening."

Motivation: "If Carrie and Darien got into an argument on the playground about whose turn it was to play on the swing, what should they do to begin to work through their problem and begin to resolve the conflict (before it turns into a physical fight)? They can communicate, or talk."

Direct Lesson: Say, "As we have been learning over the past few days, unmet needs can result in negative emotions (like anger). And these negative emotions (if not dealt with) can lead to conflicts and even violence. One way to deal with these negative emotions in a positive way and resolve our conflicts is to talk through the emotion. To do this, you have to be a good communicator. To be a good communicator, you have to be able to listen (and hear) the other person's side of the story and their needs and you have to be able to share your feelings honestly. Today, we're going to focus on a special kind of

listening—it's called active listening. Active listening is when you are really paying attention to the person who's speaking; that means, you're not thinking about the ice cream truck, or recess, or your gameboy but you're really listening and understanding what the other person is saying.

Active listening involves three important steps: (1) paraphrasing, (2) encouraging, and (3) summarizing. When you paraphrase something, you repeat what you just heard but in your own words. Write this definition down in your problem solvers journals now.

Step #2 is to encourage. When you encourage somebody, you help the person talking to continue their story by giving them some kind words like "I really want to hear what you have to say, keep going!" Write this down in your problem solvers journals. The last step is to summarize, or to repeat what the person just said but with fewer words (i.e., it's a shorter way to say what the person said). You can say, "So, if I understand what you're saying" or "My understanding is that you..." Write this down in your problem solvers journals.

Guided Practice: (Part A) Tell the students that you are going to practice active listening together as a whole class. Say, "I am going to express my feelings about a certain situation and as I share my feelings and my story, I want you to follow the three steps we just discussed. I'll stop at each step so that we can all get a chance to understand how to do each of the three steps of active listening. Using this chart that I am about the hand out, you can write down each step as we go along. I will call on individual students for each step.

Say, "We will follow these three steps...

Paraphrase

Encourage

Summarize!"

Sample Story: One time when I was on the subway, I was about to sit down when this guy pushed me out of the way and sat down before I did. I tried to tell him that it was my seat but he wouldn't listen. I was upset that he would take the seat when he saw that I was already in the process of sitting down.

Paraphrase	**Encourage**	**Summarize**

(Part B): Watch the video "Groark Learns to Work Out Conflicts" and practice the active listening technique (using the table above).

Independent Practice: Using this same table/graphic, students will practice active listening in their 4-member cooperative tables. Going one-by-one, each student will tell a

story/share their feelings and the other members will follow the three steps of paraphrasing, encouraging, and summarizing.

Assessment:

- Homework: Practice active listening with one member of your family—mother, father, sister, brother, aunt, guardian, etc. Use the active listening table/chart to document your session.

Adaptations

Minimal—Essential

- Copy 3 definitions in problem solvers journals.
- Guided Practice:
    - Follow and complete "Active Listening" table in part A.
    - Complete "Active Listening" table for "Groark Learns to Work Out Conflict" video.
- Independent Practice: Complete "Active Listening" table/chart by listening (to) and documenting one story from each member of the cooperative group.
- Complete homework assignment as outlined/directed.

Adapted: Level One

- Provide students with a handout with the vocabulary definitions for lessons.
- Guided Practice: Working with an assistant or within a teacher-led (small) group, complete parts A and B.
- Independent Practice: Working with peer tutor, complete active listening chart.

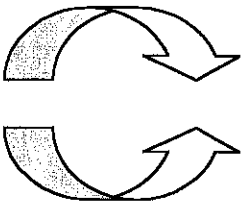
- Homework: To more easily facilitate the completion of the homework assignment, provide a sample of the active listening chart, complete with the information filled-in to assist students at this level of instruction with their homework assignment.

Advanced: Level One

- Copy 3 definitions in problem solvers journals.
- Complete Guided Practice (i.e., active listening chart) and explain to class in student's own words.
- Independent Practice: Serve as task leader for completion of the independent practice within the cooperative group; assist any fellow students who may require assistance.
- Homework: Complete "Active Listening" chart/activity with 3 members of your family.
- Practice the active listening technique with no fewer than two (2) family members and document process using the "active listening" graphic organizer above.

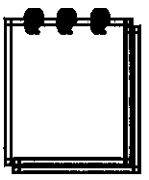
Directions: Active Listening Activity

Paraphrase



Encourage

Summarize



Title: Problem Solvers (Conflict Resolution Lesson #4: Applying Skills Learned)

Aim: To read about and solve conflicts in children's literature.

Objective: Students will read about conflicts in children's literature and apply the conflict resolution skills learned in previous lessons.

Materials: Copies of *Pinky and Rex and the Bully*, copies of *Song Lee and the "I Hate You" Notes*, copies of the story map, copies of the conflict resolution map, problem solvers journals,

Vocabulary: Conflict Resolution.

Summary: Through reading about the conflicts between characters in selected pieces of literature, students will apply the skills of listening, compromising, and their knowledge of needs and emotions to provide solutions to the conflicts in the book selections.

Motivation: Ask, "What would you do if you saw a group of students involved in an argument or some type of conflict? Would you know how to help them solve their problems?" Web students' responses.

Direct Lesson: Say, "To give you some practice in knowing how to identify a conflict and help to resolve the different conflicts, we are going to read some really good books that write about characters who get into different types of conflicts. Some of these conflicts may look a lot like the kinds of problems that some of you might have seen before. We are going to use a story map to read this book. Then, we are going to use a "conflict resolution map" to follow the different stages of the conflicts because we have learned a lot about conflicts and how they can be resolved."

- Display a chart-sized copy of the *story map* (complete with characters, setting, problem, solution, and outcome). Explain the different parts and tell students that this helps them to organize the story being read.
- Similarly, display a copy of the *conflict resolution map* (and explain the different parts).

Guided Practice: Preview the book *Pinky & Rex & the Bully*. Ask, "What is a bully?" Web students' responses. Next, ask students to make predictions about the story from the cover. Write these down and refer to them later. Unveil a blank story map, and as you go through the book, fill in each of the five sections. Make sure to "outline" the "problem" quadrant in a bright color, as the information in this particular quadrant will be useful in beginning the "conflict resolution map."

- Story Map Steps (see attached):
    1. Characters
    2. Setting
    3. Problem
    4. Solution
    5. Outcome
- Conflict Resolution Map (steps):

1. What problems did we find in the story?
2. What emotions/feelings did the characters show? What emotions did Pinky and the Bully have/show?
3. What unmet need led the bully to this feeling? What unmet need led Pinky to this feeling?

4. How can the needs be met and the problem solved?

Problem(s)	Emotions: Positive	Emotions: Negative (If Negative, Go to "Unmet Needs")	Unmet Needs	Solution: How can the need(s) be met and the problem solved?

Independent Practice: First, read the book *Song Lee and the "I Hate You" Note* to the class (previewing it with a picture walk and predictions). While on the meeting rug, do the story map as a whole class. Then, instruct the students to complete the conflict resolution map independently (i.e., as a cooperative group as opposed to whole class).

Assessment:

- Homework: In your problem solvers journals, answer the question, "How does the conflict resolution map help you understand how to solve problems? What steps (of a conflict) does the map show? Write your response in the form of a paragraph.

Adaptations

Minimal—Essential

- Independent Practice: Complete "conflict resolution map" in cooperative group.
- Homework: Complete homework as directed/outlined.

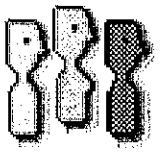
Adapted: Level One

- Independent Practice: Working one-on-one (or in a small group with the teacher), students at this level of instruction will review the story map for *Song Lee and the "I Hate You" Notes* and then complete the conflict resolution map.
- Homework: Complete homework as directed/outlined.

Advanced: Level One

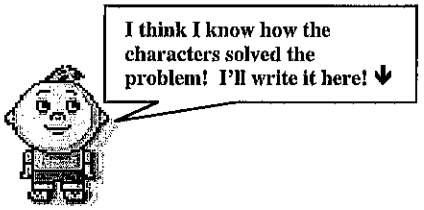
- Independent Practice: Act as student assistant within the cooperative group to complete the "conflict resolution map."
- Homework: In addition to answering the question outlined, do an additional story map and conflict resolution map for a book of their choice (on a list pre-approved by the teacher).

Story Map

Characters 

Setting (Where) 

Problem

Solution 

Title: Problem Solvers (Conflict Resolution Lesson #5—Compromise Workshop)

Aim: To use active listening and compromise to resolve conflicts.

Objective(s): Using real-life conflict scenarios, students will use the art of compromise to resolve conflicts.

Materials: One copy of How Humans Make Friends, conflict resolution scenario sheets, chart paper, pencils, and markers.

Vocabulary: Compromise, conflict, conflict resolution,

Summary: Using real-life scenarios (of possible conflicts), student teams (working in groups of two) will role-play and resolve conflicts through compromising.

Motivation: Hold up a small candy bar and say, "Who likes chocolate candy bars? I do too. But it looks like it was made for one person to eat. Let's say John wanted some but I said, "No, I want it all to myself." How do you think John might feel?" (Possible answers: Angry or Upset.) Ask, "What else could I have done?" (Desired Answer: Break it in half and share it with John.) Say, "The word that describes what we just did is compromise."

Directed Lesson: Say, "A compromise is when you find a way to handle a situation (or solve a problem that makes both people/all parties involved happy with the outcome). In a classroom community like ours, it is really important to know how to make a compromise because we will have to share a lot of things as we work on projects and activities. When students can compromise, they have a better chance of becoming friends. After previewing and having the students make predictions about *How Humans Make Friends*, read up to page 21.

Guided Practice: Have students act out the conflict scenario called "My favorite T.V. Show." Pick two students to act this out. Give them the following scenario/dialogue sheet:

Student 1: Why are we watching "So Weird?" I don't like that show.

Student 2: Because it's my house and I like that show.

Student 1: Why can't we watch "The Proud Family?"

Student 2: Because it's my house and I decide what we watch.

Student 1: Well, I'm gonna' call my mom and she's gonna'come get me. I'm leaving!

Student 2: Fine with me!

Ask the students to sit down and then ask the class the following questions (using the grid below to write down their answers):

1. What was the problem?
2. What were the negative/bad emotions?
3. What was the unmet need?
4. What happened (what was the outcome)?
5. What, do you think, the compromises could be?

Problem	**Negative Emotion**	**What was the unmet need?**	**What Happened?**	**What, do you think, the compromises could be?**
The kids had one TV. but wanted to watch two	Anger, Hurt	The need to have their likes/choices/opinions considered	Student #1 left.	*Compromise #1*: Could have decided to watch a 3rd show that

different shows.				they both liked.
				Compromise #2: Could have decided to go outside and play instead of watch TV.
				Compromise #3: Watch _ of each show.

Independent Practice: Give each cooperative table two conflict scenarios (and conflict resolution maps).

Scenario #1: "Let's Jump Rope on the Playground." Four students are playing together and three of them wanted to jump rope. The fourth student would have to sit out, since two students turn while one jumps. The fourth student is upset and feels hurt that she cannot play and starts to cry. She goes and tells the teacher. What should they do? How could they compromise? Suggest three compromises.

Scenario #2: "Pizza, anyone?" At a pizza party, four friends receive a pizza that has 5 equal slices. Each student gets one piece but the student who finishes his piece first says, "I finished first! That means that I should get the extra piece!!" The other 3 three students then get angry and said it wasn't fair. What should they do? How could they compromise? Suggest three compromises, using the table provided.

Student groups will share their compromises.

Assessment: Students will use the table to document three conflicts that they have either been a part of or witnessed (suggesting compromises for them). Students will be required to provide 3 examples/conflict scenarios.

Adaptations

Minimal—Essential

- Independent Practice: Complete "conflict resolution map" using conflict scenarios.
- Homework: Complete homework as outlined.

Adapted: Level One

- Independent Practice: Complete 1 scenario, working one-on-one with a student assistant.
- Homework: Provide/chart 2 personal examples of problems/conflicts.

Advanced: Level One

- Independent Practice: Complete an additional conflict scenario on the map (for a total of 3) and assist other students.
- Homework: Provide 4-5 personal examples of problems/conflicts.

Title: Problem Solvers (Conflict Resolution Lesson #6: R.O.C.K. Council)

Aim: To establish the classroom community peer mediation council—R.O.C.K. (Resolving Our Conflicts Kindly)

Objective: Students, in collaboration with their teacher, will create and establish a working peer mediation council.

Materials: Scenarios, directions sheets.

Vocabulary: Peers, Mediation, Peer Mediation, Impartial, Active Listening.

Summary: In this lesson in the "Problem Solvers" series, students will apply their knowledge of conflict resolution techniques to the creation of a classroom-based peer mediation body to be called "The Rock Council."

Motivation: Ask the students, "Where do people (adults) go when they have a problem and they can't solve it themselves?" (Desired Answer: To court, like on "Judge Judy.") Sometimes, two or more people need someone not involved in their conflict/problem to hear both sides and make a fair decision.

Direct Lesson: Explain to the class that just like courts and judges exist the communities where we live to help people resolve their conflicts, our classroom community could benefit from having a group of students that hears the problems and conflicts that we might face. I think a good name for this group is the R.O.C.K. council, where R.O.C.K. stands for Resolving Our Conflicts Kindly. What are some things that our R.O.C.K. council will have to know how to do to help their fellow students resolve their conflicts? (Desired Answer: Active Listening, fairness, compromise.) The students on this council will be doing what we call peer mediation, or helping other students (students your own age) solve their problems.

Guided Practice: Since the R.O.C.K. Council will be made up of one student from each group we are going to practice how the council will work by first selecting four of you to be our first Council members. All Council members will serve for a period of one month. Each Council member will have to say the "pledge," or the promise to follow the rules of the council. The pledge is "We, the R.O.C.K. Council, promise to listen to our fellow students' conflicts, decide on a compromise that is fair, and help our fellow students solve their problems."

Give the "Practice" Council a conflict to resolve. Soliciting participation from the rest of the class, have students role play different conflicts as you assist the council in working on mediating the conflict.

Possible Conflicts/Scenarios for Practice:

1. Student A _____ heard that Student B _____ said mean things about her at lunch. Student A's _____ feelings are hurt and she has said some mean things to Student B _____ to get back at her.
2. Student A _____ told Student B _____ that Student C _____ took his pencil. Student B _____ saw his pencil on Student C's _____ desk and went to take it back. Student C _____ said that he found the pencil on the floor and though it would be okay if he picked it up and used it (and he added that "nobody could prove it was their pencil anyway").

Student B _____ is upset and demands that his pencil be returned.

To mediate these conflicts/disputes, the Council members need to do the following:

1. Listen to both sides (and one Council member will be the designated "note taker").
2. After hearing both sides, the Council calls a "timeout" to deliberate and come up with a compromise/compromises.
3. The Council will deliver its response and explain the compromise.
4. The students will demonstrate that they understand by repeating the compromise provided by the R.O.C.K. Council (and they will each promise to follow the compromise provided and will end by shaking hands).

Assessment

- Homework: In problem solvers journals, answer the following question(s):

What does the R.O.C.K. council stand for?

How will this council help our classroom community solve its problems?

Rock Council: Directions

Listen

Find Compromise

Council Responds 

Repeat Compromise

Title: Our Classroom Community Garden (Growing Things Change, Science Lesson #1)

Aim: To teach students about growth and change through a hands-on experience with a classroom garden.

Objective(s):

1. Students will learn about change through the observation and care of seeds that grow into plants and flowers.
2. Students will learn that growing things change.

Materials: Science Journals, one copy of *What is a Life Cycle?* (Kalman and Langille, 1998), orange wedges, legal paper, pencils,

Vocabulary: change, growing things, plants, seed, life cycle, organism, offspring, reproducing.

Summary: In this first lesson of the science series, students will deepen their understanding of change through creating and sustaining a classroom community garden.

Motivation: Hold up an orange and ask, "Is this a growing thing or has it always been this size and this color? What do you think?" Field students' answers and write them down on a chart designed as follows:

Yes, it is a growing things (Why or why not)	**No, it is not a growing things (why or why not)**

Then say, "We are about to start a project that will answer this question."

Direct Lesson: Tell students that today they are going to start learning about how growing things change over time (and that their growth depends on a lot of different things). The change that growing things go through is called the life cycle. A life cycle is "All the stages that a living thing goes through from the time it is born to the time it is all grown" (Kalman and Langille, 1998, p. 4). Instruct students to write this definition down in their science journals. Next, show the students the book *What is a Life Cycle?* Ask them to view the cover and write down what they think the book is about. Then, preview and teach them the vocabulary they will encounter in the text. Use vocabulary mapping to teach the terms organism, offspring, and reproducing. Fold a sheet of legal-sized paper so that there are "9" equal quadrants. Each word will have one row of three individual quadrants. In quadrant #1, instruct students to write the definition of the word. In quadrant #2, the students will use the word in a sentence. In quadrant #3, the students will draw a picture that describes what the word means.

Organism: A single living thing (Kalman and Langille, 1998, p. 4).
Offspring: Young (Kalman and Langille, 1998, p. 4).
Reproducing: Making offspring (Kalman and Langille, 1998, p. 5).

Guided Practice: Give each student a piece of an orange (i.e., a wedge). Tell students to write down what they see. Ask, "What are the different parts of the orange?" You are looking for words such as seeds, peel/skin, the orange/ "meat."

Then, ask the following questions:

1. Is the orange an organism (or was it, at one point)?
2. Can it have offspring/make more oranges? How?
3. What part of the orange can we use to make more oranges?

4. Did the orange always look like this?

5. Draw a picture of what you think the life cycle (or stages) of the orange is.

Adaptations

Minimal—Essential

- Direct Lesson: Complete vocabulary map for the words "organism," "offspring," and "reproducing."
- Guided Practice: Conduct observation of orange and answer questions outlined.

Adapted: Level One

- Students at this instructional level will receive extra time to complete the vocabulary maps and will have the assistance of a teacher's assistant or paraprofessional, if available.
- Guided Practice: Conduct observation of orange and answer questions outlined with the assistance of cooperative group members.

Advanced: Level One

- Expanded Scope of the Vocabulary Map: Write two sentences using each word, and draw a picture describing how the word was used in each sentence.
- Observe and analyze 2 pieces of fruit (and answer questions designated for each object/piece of fruit).

Title: Our Classroom Community Garden (Growing Things Change, Science Lesson #2)—The Plant's Life Cycle

Aim: To teach students the stages of a plant's life cycle.

Objectives: Students will learn about the stages of a plant's life cycle through literature, word-study, and hands-on experience with planting their own seeds.

Materials: Copy of *What is a Life Cycle?*, paper, pencils, mini-Dixie cups, soil, seeds, Avery labels.

Vocabulary: Seed, Embryo, Seed Coat, Nutrients, Life Cycle,

Summary: In the second lesson of the series on the classroom community garden, students will learn about the plant's life cycle—through literature and a hands-on activity.

Motivation: Ask, "How is a plant born?" Then, web students' responses.

Direct Lesson: Review what a life cycle is (i.e., all the stages a plant or animal goes through between the time it is born and the time it becomes an adult). Before reading the section entitled "plants and their seeds" in *What is a Life Cycle?*, preview and teach the vocabulary that will be found in the text (i.e., embryo, seed coat, and nutrients). Have the students do vocabulary maps as in the previous lesson—folding the paper in three rows with "9" quadrants (having students write the definition in one square, use the word in a sentence in the second quadrant, and drawing a picture of the word in the third and final quadrant). As you read this section, have the students draw what they hear (writing down any key words). Allow students to present their vocabulary maps.

Embryo: the tiny baby plant inside a seed (Kalman and Langille, 1998, p. 6).

Seed coat: the tough covering that keeps the embryo from drying out (Kalman and Langille, 1998, p. 6).

Nutrients: something that living things need to grow and stay healthy (like food) (Kalman and Langille, 1998, p. 6).

Guided Practice: In part 1 of the guided practice, guide the students in filling out the K-W-H-L chart (answering the question: What does it take for a plant to grow from a seedling, or baby seed, into an adult plant?). From this part of the lesson, generate a list of all the things required to start the community garden.

In part 2 of the guided practice, students will begin planting. In order to make the directions as clear as possible, list the steps for "Planting My Garden" on the board/chart paper. Before you begin this, have the science monitor hand out Dixie cups to each student. Then, have the teacher/other adult place the dirt in the students' cups. Next, instruct students to place seeds in the dirt, pushing them down deeply enough. Then, monitor students as they pour a small bit of water into their cups. Last, have students write their names on Avery labels and place these labels on the cups.

To emphasize the importance of care and responsibility required in starting the garden, have children recite the following oath: I, _____ _____, do promise to care for my plant, help it grow, and protect it."

Assessment:

- For homework, tell the students to ask their parents/guardians what the students will need to do to take care of their plants (helping them grow from seedlings to adult plants). Students will document this in their science journals in list format.

Adaptations

Minimal—Essential

- Complete vocabulary map for the words "embryo," "seed coat," and "nutrients."
- Guided Practice: Participate in discussion (and in the K-W-H-L Chart), and plant seeds.
- Homework: Complete homework assignment as outlined/directed.

Adapted: Level One

- Complete vocabulary map for the words "embryo," "seed coat," and "nutrients." Students at this instructional level will receive extra time to complete the vocabulary maps and will have the assistance of a teacher's assistant or paraprofessional, if available.
- Guided Practice: Participate in discussion (and in the K-W-H-L Chart), and plant seeds.
- Homework: Complete homework assignment as outlined/directed.

Advanced: Level One

- Expanded Scope of the Vocabulary Map: Write two sentences using each word, and draw a picture describing how the word was used in each sentence.
- Guided Practice: Participate in discussion (and in the K-W-H-L Chart), and plant seeds. Once done, assist other students with their planting.
- Homework: Complete homework assignment as outlined/directed.

Title: Our Classroom Community Garden (Growing Things Change, Science Lesson #3)—Observing Change in Action

Aim: To closely observe our plants and document all of the stages of the plant's life cycle in the student-made "watch-me-grow" booklets.

Objectives:

1. Students will observe and study their plants' growth, documenting each stage in words and pictures.
2. Students will begin thinking about and applying their knowledge about growth and change to their classroom community's growth and change.

Materials: Construction paper, lined paper, fasteners, crayons and markers, one copy of *What is a Life Cycle?*, (Kalman and Langille, 1998), plant life cycle puzzle pieces (5 sets, one for each group, in Appendix E), scissors, and vocabulary maps (from previous lesson).

Vocabulary: Stages, lifecycle, observe, document

Summary: In this lesson, the third in the "classroom community garden" series, students will observe and document their plants' growth over time. In addition, students will begin to extrapolate and apply their observations to their own classroom community.

Motivation: Ask the students, "What do you think you will see? How will your plant grow over the next few weeks?"

Directed Lesson: Say, "Now that you've planted your seeds, it's time to observe (watch closely) and document (write down) each stage of your plant's life cycle!"

Next, give the students a sheet folded into six equal parts. As you read the section of the book entitled "The Life Cycle of a Plant," stop at each stage, review it, instruct students to write down the description of the stage (which you should have displayed on chart

paper), and then instruct student to draw the picture of the plant at that stage of development. (Before you begin this, have students review the vocabulary from the previous lesson as documented on their vocabulary maps.)

Stage 1: Seed starts to grow, its seed coat breaks, and the embryo sends out its roots and a stem.

Stage 2: The baby plant (or seedling) uses the food stored in the seed to grow leaves.

Stage 3: If the seedling gets enough water, and sunlight, it grows into an adult plant with many leaves.

Stage 4: An adult plant grows flowers to make the seeds that will start the next life cycle.

Stage 5: As the seeds grow, they are protected in fruit or pods.

Stage 6: The plant drops its seeds. They may grow into new plants. The life cycle starts again.

Give students 5 minutes, at their tables, to discuss the plant life cycle sheets they just completed.

Guided Practice:

Part 1: Life Cycle Puzzle. Give students a sheet with the stages of the life cycle drawn in separate quadrants (but out of order). The students will have to place the stages in the correct order to get the puzzle right. They will have to cut the stage-pictures out and transfer them to the life cycle strip—in their proper order (i.e., the order of the life cycle). Then, the group will have to present their puzzle and what they had to do to put the stages in the correct order. Say, "Looking at the 'life cycle sheets,' we will put together our 'life cycle puzzles.' Okay, I'm going to follow these steps to solve this puzzle: Look, Think, and Solve! Okay, let's solve the puzzle!"

Part 2: Construct "Watch-Me-Grow" Booklets (Note: Provide a step-by-step display of the construction of this booklet on the board)

1. Step One: Select a piece of construction paper and fold it in half (the short way)
2. Step Two: Take/Collect 21 _ sheets of lined paper.
3. Step Three: Raise your hand to have your book hole-punched.
4. Step Four: Place the fasteners in the holes of your lined and construction paper.
5. Step Five: Decorate the front using a piece of white drawing paper (this sheet will be glued to the cover).

Independent Practice: Each day, students will observe their plants/the plant's growth, write down and draw what they see, and write the stage of the life cycle in which the plant is at the moment of observation.

Make sure students know that they are to following these steps when recording observations in their "watch me grow" journals:

Observe 

Write 

Draw 

Write 

Adaptations

Minimal—Essential

- Direct Lesson: Write and draw each of the six stages of a plant's life cycle.
- Guided Practice:
    - Complete "life cycle puzzle" within the cooperative group.
    - Construct "watch-me-grow" booklets.
- Independent Practice: Begin to observe and record plant's growth.

Adapted: Level One

- Write and/or draw each of the six stages of a plant's life cycle, with the assistance of a peer tutor/student assistant.
- Participate in the "life cycle puzzle" activity
- Construct "watch-me-grow" booklets with the assistance of a student assistant.
- Independent Practice: Begin to observe and record plant's growth.

Advanced: Level One

- Write and draw each of the six stages of a plant's life cycle and once done, assist other students.
- Participate in the "life cycle puzzle" activity
- Construct "watch-me-grow" booklet and assist other students as well.
- Independent Practice: Begin to observe and record plant's growth.
- Design and conduct an experiment with their plant. One possible idea is for them to plant and observe two plants and water and care for them differently. For example,

water one plant on a regular schedule and "talk to it" while watering the other one intermittently and not engaging in any plant-talk.

Plant Observation Directions

Observe 

Write 

Draw 

Write 

Unit Two—

Weeksville: A Community of Change

"Weeksville, Save the Memories of Self"

–Stewart (cited in Maynard and Cottman, 1983, p. 15)

"With real-world problem-solving, the curriculum becomes integrated and relevant as children construct meaning and make connections to their world."

-Nagel , 1999

Title: Decades and Centuries—We Need to Know

Aim: To teach students about decades and centuries.

Objectives:

- Students will learn what constitutes a decade.
- Students will learn what constitutes a century.
- Students will be able to distinguish between a decade and a century.

Materials: Cardboard strips, paper clips, calendars (one for each child), clipboards, graphic organizers (for decades and centuries), direction sheets.

Vocabulary: Decades and Centuries.

Summary: In this, the first lesson of the series on timelines, students will engage in activities that will help them learn what constitutes a "decade" and a "century."

Motivation: Display a picture of three people—a baby who is one year old, a child of ten years, and a picture of a person who has just turned one-hundred years old. Ask students to guess their ages and then reveal the ages of the people from beneath a concealed post-it. Tell the students that the number ten and the number one hundred have special names.

Directed Lesson: Ask students if they know what a decade is? Ask students if they know what a century is? Tell students that a decade = ten years and a century = one hundred years. Ask students to hold a "d" up if they are closer to being a decade old or a "c" if they are a century old.

Guided Lesson: Holding a brown paper bag filled with pictures of people with number sentences on the back of them, guide students in solving the mystery of deciding which category to which each picture belongs. This sort will occur on the basis of the following

directions: (1) Look, (2) Solve, and (3) Sort! Do just three of these sorts with the students, and allow them to continue during the independent practice activity. For example, you can do the following three as lead-ins (*remind students that some of the people may not be exactly 10 or 100 but that their ages will be closer to either a decade or a century, and that they must make the decision):

- A picture of a woman with the following number sentence on the back: 90 + 10 = _____
- A picture of a child with the following number sentence: 12 – 2 = ____.
- A picture of a man with the following number sentence: 70 + 15 = ____.*

Independent Practice: Working in groups of three, students will continue this activity. Make sure that student groups have a copy of the directions sheet. Graphic organizer is attached.

Assessment:

- Students will be assessed on the basis of their ability to figure out and articulate decades and centuries.

Accommodations/Modifications

Built-In

- Step-by-step, visual directions
- Graphic Organizer

Adapted

- Work with number sentences that have smaller numbers.
- Sort fewer pictures.
- Work with a peer assistant.

Advanced

- Work with larger numbers.
- Sort a greater number of pictures into "decades" or "centuries."
- Serve as a peer assistant.

Direction Sheet: Decades and Centuries

Look 

Solve 

Sort | **Decades** | | **Centuries** |

Decades and Centuries: A Graphic Organizer

Directions: Read the problems and then follow these steps…

Look 

Solve 

Sort ☐ ☐

Problem #1: A picture of a woman who was born in 1905 (and who is still alive today). This number sentence is 2005-1905= _____. Would her age go into the "decades" or "centuries" column?

Problem #2: A picture of a man who was born in 1940. This number sentence is 2005-1940 = _____. Would his age go into the "decades" or "centuries" column?

Problem #3: A picture of a girl who was born in 1990. 2005-1990= _____. How many decades old is she?

Problem #4: A picture of a boy who was born in 1970. This number sentence would be _____-_____ = _____. How many decades old would he be now?

Decades	Centuries

Title: Weeksville's on a Timeline (Period One—1808-1838)

Aim: To provide students with an idea of *when* Weeksville happened (in the course of history)

Objective:

- Students will learn about one of the time periods in which the Weeksville community existed.
- Students will learn when the different events in Weeksville occurred.

Materials: Timeline of school history, posterboard, paperclips, construction paper, paperclips, notecards, pencils, markers, direction sheets, and Weeksville article.

Vocabulary: Timeline, Period One, ...

Summary: In this, the first lesson plan on timelines within the Weeksville community, students will be engaged in activities that provide them with an historical context for Weeksville. After this lesson, students should be able to articulate the events that occurred during the first Weeksville period (and, of equal importance), when these events occurred.

Motivation: Display a timeline depicting and outlining the events in your school's history, over time.

Directed Lesson: Say, "Does anyone know what we call this? That's right, it's called a timeline! A timeline is a way for us to see the different things that happened over time and to see *when* they happened!"

Guided Practice: Provide the student's with a one-page, double-spaced piece/article on the history of their school. As the students read the article, help them extract the dates and events. Have student volunteers write these dates/events on white note cards. Then,

ask students to assist you in placing these events in order—thereby creating the timeline! The steps to follow in the completion of this timeline are as follows:

- Read (article)
- Circle (dates-event)
- Write (on note card)
- Order (events)
- Tell/Share (timeline)

Independent Practice: Working independently, students will work in groups of two-to-three to create a timeline for Weeksville, Period One (1808-1838). Following these steps, students will create their timelines:

- Read (article) [see document attached]
- Circle (dates-event) [see document attached]
- Write (on note card)
- Order (events)
- Tell/Share (timeline)

Share*: Ask students their thoughts on the events that occurred during this period. Ask them questions to make them think critically about the events that occurred during the time period being studied. Some questions to ask include the following:

- What happened in this period?
- Is there one event that you think had a major/big effect on the development of Weeksville? If yes, why?
- What do you think was required of the Weeksville residents to create these organizations?

- Why do you think they needed to create these organizations?
- What purpose did these organizations fulfill/serve for Weeksville?

*Note: It is important for you to facilitate this share and document the students' responses in a careful and methodical manner. The share provides students with the "space" and framework necessary to begin to construct a sense of "why" and "how" this community formed. When appropriate, help them make connections to the way they formed their classroom community. This will help them understand, even if in a small way, that all communities need certain things to come to life and to be sustained (i.e., namely, people [residents and leaders] and structures [organizations]).

Assessment*:

- Students will be assessed on the basis of their ability to create a timeline.
- Students will be assessed on the basis of their ability to read a timeline.
- Students will be assessed on the basis of their ability to isolate events on a timeline.
- *Students will be administered a "test" in order assess their knowledge of timelines and Weeksville, Period One.
    - This test will be administered in one of two ways:
        - A modified, paper-and-pencil assessment (complete with standard testing modifications such as "questions read aloud and extra time) or
        - An authentic assessment, one in which students will have to create a timeline based on information encountered at the time of the assessment.

Modifications/Accommodations

Built-In

- Step-by-step, visual directions

Adapted

- A modified version of the source document/article (with fewer words and picture clues).
- Fewer dates/events to extract.
- Assistance from peer tutor.

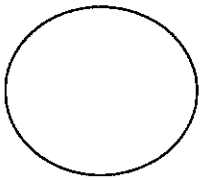
Advanced

- A modified version of the source document/article (with more text and information)
- More dates/events to extract.
- Serve as a peer assistant/tutor.
- Individualized timelines for historical figures within the Weeksville community.

*Note: The "Periods" outlined in this series of lessons were divided as such for the purposes of "chunking" Weeksville's history into a manageable form—as opposed to requiring students to digest Weeksville's history as one block of time.

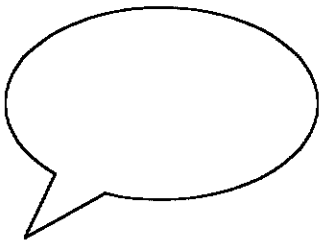
Directions: Timeline Activities

Read 

Circle 

Write 

Order **1883, 1893…**

Tell 

The Weeksville News

"Keeping Our History Alive, One Story at a Time"

A look back at our beginnings, from 1808-1838 (Dates, people, and events obtained from Maynard and Cottman, 1983)

One Man's Vision, A Community's Beginning

Times are changing here in the village of Brooklyn. New people are moving in all the time and the very face of the community looks different every day. It is true that our little community had its beginnings in the 1600s, but few people would argue with me with the statement that 1838 was a landmark year in our community's history because of one man in particular—James Weeks (Maynard and Cottman, 1983, p. 9). What would have happened if James Weeks had not bought that land from the Lefferts Estate?

Helping Hands: Where to go to find the help you need

Just yesterday, the New York Society for Mutual Relief (founded in 1808) helped some of the residents of Weeksville with finding more food and clothing (Maynard and Cottman, 1983, p. 10). These same residents attended the weekly chapter meeting of the African Colonization Society (founded in 1816). Many thanks must be given to Mr. Peter Croger who is still holding school in his home (and has been doing so since 1815) (Maynard and Cottman, 1983, p. 32).

Sunday Worship in Weeksville

Sunday worship couldn't be easier than in our Weeksville community, where so many churches provide a lively and spirit-filled service (can I hear an Amen). Just in case you don't know about the churches in our community, below is a list of each church:

- Varick Memorial A.M.E. Zion (founded in 1818) (The Weeksville Heirloom Coverlet.)
- Bridge Street African Wesleyan Methodist Episcopal Church (also founded in 1818) (The Weeksville Heirloom Coverlet.)

If you are not so moved and don't find your way to church this Sunday, take a walk down the beautiful tree-lined streets in Weeksville and you are sure to find the First Brooklyn Colored School (and it's been there since 1827) (Freedomland Conference, May 2, 2003). No one can say that Weeksville residents have forgotten their roots, especially when you look around the community and see the countless organizations dedicated to remembering our African heritage. Some of these societies include:

- The African Woolmen Benevolent Society (founded in 1810) (Maynard and Cottman, 1983, p. 19)
- Brooklyn African Tompkins Society (founded in 1827) (Maynard and Cottman, 1983, p. 19)

Is it a coincidence that so many organizations were created in 1827— the very year that slavery was abolished in New York State (Maynard and Cottman, 1983, p. 18)? You decide.

Down for the Count? We think not.

The greatest injustice that our community experienced in this early period was at the hands of the federal government. In the year 1830, Weeksville (which can be found in the 9th Ward) was left out of the Census. Can you believe that they did not consider us important enough to count? Well, the important thing is that we remember our history and no matter

what, we will keep it alive. We will

count ourselves, even if no one else will.

Title: Weeksville's on a Timeline (Period Two—1839-1850)

Aim:

- To provide students with an idea of *when* Weeksville happened (in the course of history).
- To help students build on their knowledge of when Weeksville happened.

Objective:

- Students will learn about one of the time periods in which the Weeksville community existed.
- Students will learn when the different events in Weeksville occurred.

Materials: Timeline of school history, posterboard, paperclips, construction paper, paperclips, notecards, pencils, markers, direction sheets, and Weeksville article.

Vocabulary: Timeline, Period One, Period Two, Historical Change...

Summary: In this, the first lesson plan on timelines within the Weeksville community, students will be engaged in activities that provide them with an historical context for Weeksville. After this lesson, students should be able to articulate the events that occurred during the first Weeksville period (and, of equal importance), when these events occurred.

Motivation: Display a timeline depicting and outlining the events in your school's history, over time.

Directed Lesson: Say, "Does anyone know what we call this? That's right, it's called a timeline! A timeline is a way for us to see the different things that happened and to see *when* they happened!"

Guided Practice: Provide the student's with a one-page, double-spaced piece/article on Weeksville, Period Two (1839-1850). As the students read the article, help them extract

the dates and events. Have student volunteers write these dates/events on white note cards. Then, ask students to assist you in placing these events in order—thereby creating the timeline! The steps to follow in the completion of this timeline are as follows:

- Read (article)
- Circle (dates-event)
- Write (on note card)
- Order (events)
- Tell/Share (timeline)

Start this timeline activity with the students, taking them through the five steps outlined. Then, allow them to continue this activity independently during the "independent practice."

Independent Practice: Working independently, students will work in groups of two-to-three to create a timeline for Weeksville, Period Two (1839-1850). Following these steps, students will create their timelines:

- Read (article) [see document attached]
- Circle (dates-event) [see document attached]
- Write (on note card)
- Order (events)
- Tell/Share (timeline)

Make sure that students have copies of the directions sheet.

Share*: Ask students their thoughts on the events that occurred during this period. Ask them questions to make them think critically about the events that occurred during the time period being studied. Some questions to ask include the following:

- What happened in this period?
- Is there one event that you think had a major/big effect on the development of Weeksville? If yes, why?
- What do you think was required of the Weeksville residents to create these organizations?
- Why do you think they needed to create these organizations?
- What purpose did these organizations fulfill/serve for Weeksville?

**Teacher Tip/Note*: It is important for you to facilitate this share and document the students' responses in a careful and methodical manner. The share provides students with the "space" and framework necessary to begin to construct a sense of "why" and "how" this community formed. When appropriate, help them make connections to the way they formed their classroom community. This will help them understand, even if in a small way, that all communities need certain things to come to life and to be sustained (i.e., namely, people [residents and leaders] and structures [organizations]).

Assessment*:

- Students will be assessed on the basis of their ability to create a timeline.
- Students will be assessed on the basis of their ability to read a timeline.
- Students will be assessed on the basis of their ability to isolate events on a timeline.

- *Students will be administered a "test" in order assess their knowledge of timelines and Weeksville, Period Two.
    - This test will be administered in one of two ways:
        - A modified, paper-and-pencil assessment (complete with standard testing modifications such as "questions read aloud and extra time) or
        - An authentic assessment, one in which students will have to create a timeline based on information encountered at the time of the assessment.

Modifications/Accommodations

Built-In

- Step-by-step, visual directions

Adapted

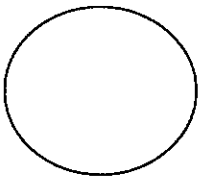
- A modified version of the source document/article (with fewer words and picture clues).
- Fewer dates/events to extract.
- Assistance from peer tutor.

Advanced

- A modified version of the source document/article (with more text and information)
- More dates/events to extract.
- Serve as a peer assistant/tutor.
- Individualized timelines for historical figures within the Weeksville community.

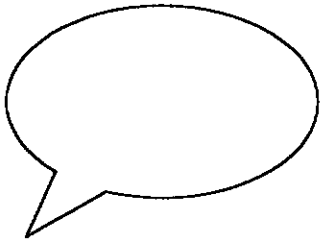
Directions: Timeline Activities

Read 

Circle 

Write 

Order **1883, 1893…**

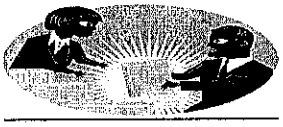
Tell 

The Weeksville News

"Keeping Our History Alive, One Story at a Time"

A look back at our beginnings, from 1839-1850
(Dates, people, and events obtained primarily from Maynard and Cottman, 1983)

What's New in Weeksville Today



Looking at the history of our community, it is truly amazing how much growth happened in short periods of time. People worked together to create new churches and schools and community-based organizations. Some people who look at the timeline of Weeksville during the years 1839-1850 might ask why so many churches and schools were created? The answer to this question is not as hard to find as you might think. In a time when a newly-freed people are trying to make a place for themselves, is it a wonder why people would want to surround themselves by churches where they can worship and schools where their children can learn? In this edition of The Weeksville News, we look back at the leaders in Weeksville (and the effect they had on the community's growth), at the growth of schools, and the rise of even more churches.

Leaders in Weeksville: Giving Us A Voice

Weeksville residents are fortunate to have people in our community who are working to make sure that we are not forgotten. In 1846, James Weeks (the founder of our fair community) went to a

meeting about giving African-Americans the right to vote (Maynard and Cottman, 1983, p. 11). If we win the right to vote, we will be able to stand up for ourselves and be counted—we will not be left out of the next Census!

In 1847, one of our most famous residents was born—Susan Smith McKinney (Maynard and Cottman, 1983, p. 23). In later years, Susan would grow up to become the first black woman and doctor in New York State!

More School Options

Some Manhattan Black folks founded the second African school in Weeksville in 1840 vote (Maynard and Cottman, 1983, p. 32). In 1847, Public School 60 opened in Weeksville (Maynard and Cottman, 1983, p. 32). In this same year, Junium C. Morel became the first principal of Colored School #2 (Maynard and Cottman, 1983, p. 32).

Sunday Worship in Weeksville

Sunday worship got a lot easier from 1839-1850 with the creation of four more houses of worship. In 1847, Concord Baptist Church was established (The Weeksville Heirloom Coverlet). In the same year, Bethel Tabernacle A.M.E. church was organized (The Weeksville Heirloom Coverlet). In 1849, Siloam Presbyterian was founded and just one year later (in 1850), Berean Baptist was established (The Weeksville Heirloom Coverlet).

Community-based organizations continued to grow during these ten years as well, with the creation of Abyssinian Benevolent Daughters of Esther Association of the City of New York in 1839 (Maynard and Cottman, 1983, p. 19).

Title: Weeksville's on a Timeline (Period Three—1854-1882)

Aim:

- To provide students with an idea of *when* Weeksville happened (in the course of history).
- To help students build on their knowledge of when Weeksville happened.

Objective:

- Students will learn about one of the time periods in which the Weeksville community existed.
- Students will learn when the different events in Weeksville occurred.

Materials: One-page articles on the subway,

Vocabulary: Timeline, Period One, Period Two, Period Three, Community Formation, Community Change, Historical Change…

Summary: In this, the third lesson plan on timelines within the Weeksville community, students will be engaged in activities that provide them with an historical context for Weeksville. After this lesson, students should be able to articulate the events that occurred during the first, second, and third Weeksville periods (and, of equal importance), when these events occurred.

Motivation: Display a timeline depicting and outlining the events in your school's history, over time.

Directed Lesson: Say, "Does anyone know what we call this? That's right, it's called a timeline! A timeline is a way for us to see the different things that happened and to see when they happened!"

Guided Practice: Provide the student's with a one-page, double-spaced piece/article on Weeksville, Period Two (1854-1882). As the students read the article, help them extract the dates and events. Have student volunteers write these dates/events on white note cards. Then, ask students to assist you in placing these events in order—thereby creating the timeline! The steps to follow in the completion of this timeline are as follows:

- Read (article)
- Circle (dates-event)
- Write (on note card)
- Order (events)
- Tell/Share (timeline)

Start this timeline activity with the students, taking them through the five steps outlined. Then, allow them to continue this activity independently during the "independent practice."

Independent Practice: Working independently, students will work in groups of two-to-three to create a timeline for Weeksville, Period Three (1854-1882). Following these steps, students will create their timelines:

- Read (article) [see document attached]
- Circle (dates-event) [see document attached]
- Write (on note card)
- Order (events)
- Tell/Share (timeline)

Share*: Ask students their thoughts on the events that occurred during this period. Ask them questions to make them think critically about the events that occurred during the time period being studied. Some questions to ask include the following:

- What happened in this period?
- Is there one event that you think had a major/big effect on the development of Weeksville? If yes, why?
- What do you think was required of the Weeksville residents to create these organizations?
- Why do you think they needed to create these organizations?
- What purpose did these organizations fulfill/serve for Weeksville?

*Note: It is important for you to facilitate this share and document the students' responses in a careful and methodical manner. The share provides students with the "space" and framework necessary to begin to construct a sense of "why" and "how" this community formed. When appropriate, help them make connections to the way they formed their classroom community. This will help them understand, even if in a small way, that all communities need certain things to come to life and to be sustained (i.e., namely, people [residents and leaders] and structures [organizations]).

Assessment*:

- Students will be assessed on the basis of their ability to create a timeline.
- Students will be assessed on the basis of their ability to read a timeline.
- Students will be assessed on the basis of their ability to isolate events on a timeline.

- *Students will be administered a "test" in order assess their knowledge of timelines and Weeksville, Period Three.
    - This test will be administered in one of two ways:
        - A modified, paper-and-pencil assessment (complete with standard testing modifications such as "questions read aloud and extra time) or
        - An authentic assessment, one in which students will have to create a timeline based on information encountered at the time of the assessment.

Modifications/Accommodations

Built-In

- Step-by-step, visual directions

Adapted

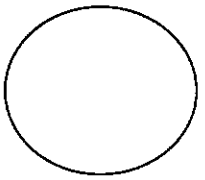
- A modified version of the source document/article (with fewer words and picture clues).
- Fewer dates/events to extract.
- Assistance from peer tutor.

Advanced

- A modified version of the source document/article (with more text and information)
- More dates/events to extract.
- Serve as a peer assistant/tutor.
- Individualized timelines for historical figures within the Weeksville community.

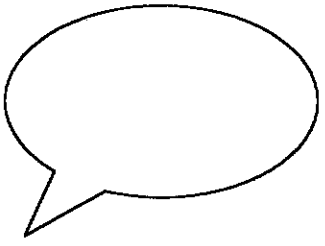
Directions: Timeline Activities

Read 

Circle 

Write 

Order 1883, 1893…

Tell 

The Weeksville News

"Keeping Our History Alive, One Story at a Time"
A look back at our beginnings, from 1854-1882
(Dates, people, and events obtained from Maynard and Cottman, 1983)

Getting the Word Out

In the quest to keep our history alive, Weeksville residents decided to make their own newspaper—the *Freedman's Torchlight (in 1866)* (Maynard and Cottman, 1983, p. 26). I think that this is one of the greatest things that our community has seen in a long time. For decades, the major newspapers have not considered our history and news worthy of printing in their publications. Our community is growing and changing, everyday. New people are joining our community and long-standing residents are working to create more organizations. The *Freedman's Torchlight* is certainly going to help us preserve our history and our voice.

More Places to Worship

It is no secret that our faith keeps us strong and has helped us build our community. For this reason, our residents see the need for more houses of worship. It was no surprise when in 1873, Nazarene Congregational was established (The Weeksville Heirloom Coverlet). Just one year later, in 1874, St. Augustines P.E. was established (The Weeksville Heirloom Coverlet). In eight short years, Bethany Baptist was established in 1882 (The Weeksville Heirloom Coverlet).

A Safe Haven, A Refuge

Weeksville is the home for many freed slaves and those for whom living in standing communities was not an option. Is it any wonder, then, that Weeksville is seen as a refuge, a "safe haven" for others who are in search of a place to call home or find some real help? In 1854, the Weeksville Assistance Society was founded (Maynard and Cottman, 1983, p. 19). For those in need of assistance with food, clothing, shelter, or other help, this is certainly one place to go. Perhaps the Draft Riot refugees of 1863 got help from this organization when they fled to Weeksville for safety. Weeksville is a community that takes care of its own. In 1868, Weeksville saw the creation of the Brooklyn Howard Colored Orphan Asylum and in 1869, the creation of the Zion Home for the Colored Aged (Maynard and Cottman, 1983, pp. 21-22). In 1858, one of our most distinguished residents—Reverend Henry Highland Garnet—founded the African Civilization Society (Maynard and Cottman, 1983, p. 27).

Title: Weeksville's on a Timeline (Period Four—1885-1908)

Aim:

- To provide students with an idea of *when* Weeksville happened (in the course of history).
- To help students build on their knowledge of when Weeksville happened.

Objective:

- Students will learn about one of the time periods in which the Weeksville community existed.
- Students will learn when the different events in Weeksville occurred.

Materials: One-page articles on Period Four, cardboard strips, double-sided tape, blank flash cards, markers, and pencils.

Vocabulary: Timeline, Period One, Period Two, Period Three, Period Four, Community Formation, Community Change, Historical Change…

Summary: In this, the third lesson plan on timelines within the Weeksville community, students will be engaged in activities that provide them with an historical context for Weeksville. After this lesson, students should be able to articulate the events that occurred during the first, second, and third Weeksville periods (and, of equal importance), when these events occurred.

Motivation: Display a timeline depicting and outlining the events in your school's history, over time.

Directed Lesson: Say, "Does anyone know what we call this? That's right, it's called a timeline! A timeline is a way for us to see the different things that happened and to see when they happened!"

Guided Practice: Provide the student's with a one-page, double-spaced piece/article on Weeksville, Period Four (1885-1908). As the students read the article, help them extract the dates and events. Have student volunteers write these dates/events on white note cards. Then, ask students to assist you in placing these events in order—thereby creating the timeline! The steps to follow in the completion of this timeline are as follows:

- Read (article)
- Circle (dates-event)
- Write (on note card)
- Order (events)
- Tell/Share (timeline)

Start this timeline activity with the students, taking them through the five steps outlined. Then, allow them to continue this activity independently during the "independent practice."

Independent Practice: Working independently, students will work in groups of two-to-three to create a timeline for Weeksville, Period Four (1885-1908). Following these steps, students will create their timelines:

- Read (article) [see document attached]
- Circle (dates-event) [see document attached]
- Write (on note card)
- Order (events)

- Tell/Share (timeline)

Share*: Ask students their thoughts on the events that occurred during this period. Ask them questions to make them think critically about the events that occurred during the time period being studied. Some questions to ask include the following:

- What happened in this period?
- Is there one event that you think had a major/big effect on the development of Weeksville? If yes, why?
- What do you think was required of the Weeksville residents to create these organizations?
- Why do you think they needed to create these organizations?
- What purpose did these organizations fulfill/serve for Weeksville?

*Note: It is important for you to facilitate this share and document the students' responses in a careful and methodical manner. The share provides students with the "space" and framework necessary to begin to construct a sense of "why" and "how" this community formed. When appropriate, help them make connections to the way they formed their classroom community. This will help them understand, even if in a small way, that all communities need certain things to come to life and to be sustained (i.e., namely, people [residents and leaders] and structures [organizations]).

Assessment*:

- Students will be assessed on the basis of their ability to create a timeline.
- Students will be assessed on the basis of their ability to read a timeline.
- Students will be assessed on the basis of their ability to isolate events on a timeline.

- *Students will be administered a "test" in order assess their knowledge of timelines and Weeksville, Period Four.
    - This test will be administered in one of two ways:
        - A modified, paper-and-pencil assessment (complete with standard testing modifications such as "questions read aloud and extra time) or
        - An authentic assessment, one in which students will have to create a timeline based on information encountered at the time of the assessment.

Modifications/Accommodations

Built-In

- Step-by-step, visual directions

Adapted

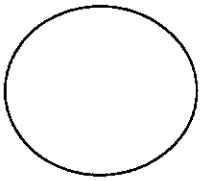
- A modified version of the source document/article (with fewer words and picture clues).
- Fewer dates/events to extract.
- Assistance from peer tutor.

Advanced

- A modified version of the source document/article (with more text and information)
- More dates/events to extract.
- Serve as a peer assistant/tutor.
- Individualized timelines for historical figures within the Weeksville community.

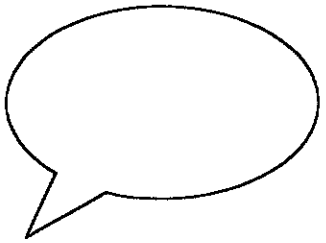
Directions: Timeline Activities

Read 

Circle 

Write 

Order **1883, 1893…**

Tell 

The Weeksville News

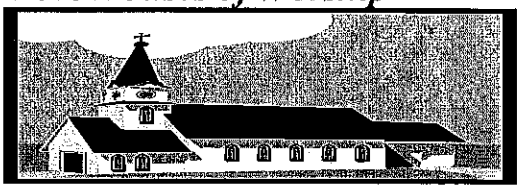
"Keeping Our History Alive, One Story at a Time"

A look back at our beginnings, from 1883-1908
(Dates, people, and events obtained from Maynard and Cottman, 1983)

Creating Weeksville: Our Homestead

In 1883, Weeksville saw the creation of its most famous houses—the Hunterfly Road Houses (Maynard and Cottman, 1983, p. 39). In this year, 1700 Bergen Street was built. Perhaps more than any other landmark in our fair community of Weeksville, these houses are a symbol of our existence. These houses say, "We are here. We are real. We deserve the same things as other people in other communities." As you walk past the houses, you smell the sweet potatoes cooking and the collards simmering on the stove. You hear children playing and grown folks working. As the years pass and the community changes, these houses will be one strong reminder of how we started, how we grew, and how we lived our lives.

More Houses of Worship



No one could ever say that Weeksville residents aren't church-going folks! Between the years 1885 and 1908, five new churches joined the ranks of the other churches already serving the Weeksville community. In 1885, First A.M.E. Zion was established (The Weeksville Heirloom Coverlet). Just three years later (in 1888), Canarsie Plymouth Congregration was founded (The Weeksville Heirloom Coverlet). In

1899, St. Phillips P.E. was established and in 1904, St. Phillips Church was founded (The Weeksville Heirloom Coverlet). In 1908, Newman Memorial United Methodist was founded and established (The Weeksville Heirloom Coverlet). We would be neglectful if we did not mention that in 1894, the Berean Church moved to its present location on Bergen Street (Maynard and Cottman, 1983, p. 28).

Changes in Weeksville

Weeksville is a community that is always changing in some way—usually for the better. In 1892, Moses P. Cobb became the first Black policeman in the City of Brooklyn (Maynard and Cottman, 1983, p. 25). We are so lucky to have such a fine and upstanding man serving and protecting our community. Did we forget to mention that he is a resident of Weeksville?

In 1894, P.S. 68 (the school that many of you knew as Colored School #2) was integrated into P.S. 83 (Maynard and Cottman, 1983, p. 32).

Title: "Object Observation (Part I)" (F. Kent, Personal Communication, August 2001)*

Aim: To introduce students to (and instruct them in) the observation of everyday objects.

Objective: Students will develop skills such as observation, identification, and evaluation through the study of everyday objects.

Materials: Lunch-size paper bags, flip chart, pencils, direction sheets, and paper.

Vocabulary: Object, observation, identification, investigation, evaluation.

Summary: This is the first lesson on object observation and sets the tone for this unit's series of lessons on "archaeology." In this initial lesson, students are acquainted with basic scientific terms through hand-on activities.

Motivation: The teacher will ask students if they have ever looked for something that they have lost or if they have ever seen something and didn't know what it was (did they wonder where it came from, who made it, why it was used, how it was used)? The teacher will facilitate a short discussion around the students' answers and record them on a flip chart. Hopefully, during the course of this discussion, words such as objects and search will be introduced (and discussed) in order to provide a segue into the delivery of the direct lesson.

Direct Lesson: Using a web, the teacher will get the students to generate their thoughts about a select object—in this case, a "paper clip." The teacher will hold the paper clip and show it to the class and then pass it around so that students can observe the object themselves. The teacher will ask, "What can you tell me about this object, what is it called?" Once she gets her first answer, she will begin adding it to the web. As she asks

subsequent questions, she will add students' responses to the web until the range of students knowledge of and observations of the paper clip has been recorded. Then, the teacher will explain to the students that they have just taken the first step in the process of "object observation." First, she will ask student to tell her what an object is? Then, she will provide a definition for the word and instruct students to record this definition in the vocabulary section of their language arts journals. She will ask if anyone can tell her what the word observation means? She will then provide a definition of observation and instruct the students to record this in the vocabulary section of their language arts journals. Other words to be introduced include identify (identification), investigation, and evaluation. She will explain that the thoughts and questions they shared were all a part of the process of object observation and that this is the first step they should take when they want to know something about an object or anything that they happen to be studying.

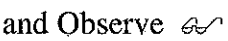
Guided Lesson: The teacher will pass around a paper bag that contains 28 objects. Each student will be instructed to close his or her eyes and choose one object from the bag. They are not to show their object to their neighbors and in fact, they are (initially) not allowed to look at the object themselves. Using the paper (with the heading "object observation") and the pencil they have been provided, students will be instructed to hold the object in the hand opposite their writing hand and to write down what they know about the object from the way that it feels in their hand (before looking at it). Then, students will be instructed to open their hands and look at their objects and to write down everything that they can tell about the object from the way it looks. Using the questions that they generated during the direct lesson (with the webbing of the paper clip object),

students will be asked to ask themselves these same questions about their object. These questions include the following:

- Where did it come from?
- Why is it used?
- How is it used?
- Who would use this object?
- What is this object?
- Have I seen it before (if so, where)?

Say, "Okay, it seems that there are five steps that we have to follow in this object observation activity. These steps are as follows (pointing to the directions on large chart paper):

Pick 

Feel and Observe 

Open and Look 

Write 

Answer 

The teachers and paraprofessional will circulate the room and work with each individual student to record their observations. After fifteen minutes have passed, students will be given three minutes each to introduce their objects to the class. If students have questions, they will be encouraged to pose them to their classmates for their input. Students will be instructed to record their object's name in their journal (along with the

other information recorded on the object) and to place the object in the bag when it comes around.

Independent Practice: Within their 4-member clusters, students will work collaboratively on observing objects. Seven new objects will be introduced to the class (or one new object for each group of four clustered students). Students will be asked to follow the same steps used earlier in order to observe and identify their objects. Using their object observation worksheets, students will record their observations and will be instructed that each person has to contribute his/her thoughts to the activity. While each group is responsible for presenting their object to the class, if their is disagreement as to the ultimate identification of the object these differing opinions should be recorded as a part of the investigation. However, the group as a whole is still responsible for submitting a worksheet that presents one answer as to the identification of the object.

Assessment:

- The teacher will move about the room and monitor the students' and groups' progress in this activity.
- The students will be required to write a short report on their object, including the steps they followed in order to observe objects as well as their observations and ultimate identification of the objects. Students will also be instructed to record all questions they posed during their course of their investigations.
- On the following day, student groups will be required to present their group object observation worksheets to the class and report their findings.

Modifications/Adaptations

Adapted—Level One

- Directions read aloud and repeated on a tape recorder.
- Teacher or peer-assisted recording of answers.
- Word Bank, with names of possible objects.

Advanced—Level One

- Observe and analyze more objects (i.e., 2-4).
- Write a two-paragraph description of object(s).
- Serve as peer assistant/tutor.

*Note: The concept and associated skills of the series of object observation lessons were obtained from a workshop on "Object Observation" at the American Museum of Natural History's Teacher Education Workshops in August of 2001, led by Franny Kent. Kent also provided a one-on-one review of these lessons once I completed them. While the approach to observing objects was obtained from hands-on activities presented at the workshop, these lessons are original creations based on the idea and general activities introduced at the workshop.

Directions: Object Observation (Lesson #1)

Pick 

Feel and Observe 

Open and Look 

Write 

Answer 

Title: "Object Observation (Part II)—Creating Mini-Museums" (Kent, 2001)

Aim: To guide students in the creation of "mini-museums" with the objects used in the previous lesson.

Objective: First, students will employ the skills of observation, identification, evaluation. Then, students will begin to develop skills such as classification, interpretation, compare and contrast, and how to draw conclusions through the creation of mini-museums.

Materials: Lunch-size paper bags, magnifying glasses, rulers, flip chart, poster board, markers, pencils, and paper.

Vocabulary: Museums, exhibitions, classification, interpretation, compare and contrast, and draw conclusions.

Summary: In this second lesson of the series on object observation, students build on the knowledge they gained in lesson #1 by observing and classifying objects into "mini-museums."

Motivation: The teacher will ask students if they have ever been to a museum and if so, what they saw when they were there.

Direct Lesson: Using a KWHL chart, the teacher will guide the students in a discussion on museums. What do you know about museums? For those who have been to a museum, what did you see? For those who haven't been to one, what do you think you would see at a museum? Then, the students will be asked to tell the class what they want to know about museums. Then, students will be asked to tell how they know the information on museums or how they plan to get information on museums. Following the gathering of this information, the teacher will tell the students that museums are

places where people with a lot of knowledge about history collect and care for objects and arrange them in things called exhibitions. The words museums, exhibitions, classification, interpretation, compare and contrast, and how to draw conclusions will be discussed and defined (in collaboration with the students) and the students will be instructed to add these words and definitions to their language arts journals (in the vocabulary sections). The teacher will then show a short video on museums. These definitions will be written on the flip chart.

Guided Lesson: The teacher will ask a student volunteer to describe what the class did in the object observation lesson (and the teacher will record this student's response on the flip chart). Then, the teacher will ask a student volunteer to read the title of this lesson (in order to emphasize this lesson's topic of museums). Then, the teacher will tell someone to read the definition of "museum" that they just recorded in their journals. Next, she will tell the class that using the objects they worked with yesterday, they will create little museums (or, mini-museums) within their groups. Before they break into groups, the teachers and students will work together to create a mini-museum using seven additional objects used during the group/independent practice exercise in yesterday's lesson. One by one, the seven objects will be introduced to the class by the groups. First, each group will read their observations and identifications for the assigned object (and the class will be instructed to take notes on any information they think is important). After the objects have been introduced and identified, the class will be asked the following questions in order to grasp the concepts listed above:

Compare and Contrast

- Do you see anything that is the same about the objects? What's different about the objects?

The teacher will reintroduce the concept of compare and contrast and tell students that as they learned above, when objects have some of the same characteristics, they can be *compared* and when they have different characteristics they are being *contrasted*. Using a Venn Diagram (and working with two selected objects at a time), students will be asked to identify the similarities and differences between the two objects. The teacher will facilitate the conversation by asking questions but will allow and encourage students to provide the responses for the Venn Diagram. You can find a copy of the Venn Diagram in the Appendix D.

Classification

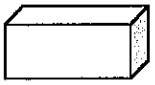
After the three completed diagrams are on the board, the class will be guided in the classification of the objects. First, a student volunteer will be asked to read the definition of classification as the organization and grouping of objects based on their similarities (or likeness). With the assistance of the teachers, the students will tell the teachers how the six objects should be best divided into groups of two. Then, the seventh object will be added to the mini-museum/exhibit that is most appropriate (based on students' responses).

How to Draw a Conclusion

Once the students have formed the mini-museums as a class, they will be asked to explain how they made their decisions as to where the objects should go (or, how they "drew their conclusions"). A student volunteer will be asked to read the definition of how to

draw a conclusion as the process where you look for the clues you observe from an object and put that information with what you already know about the object/subject to come to a conclusion. This portion compels students to justify their decisions by providing evidence to support their conclusions.

Say, "It seems to me that to form a mini-museum you have to follow four very important steps scientists. These steps are…

- Compare and Contrast 
- Classify ____ or _____
- Draw a Conclusion 
- Make Museums 

The mini-museums will be mounted on large sheets of poster board and labeled.

Independent Practice: Now that students have had practice with creating mini-museums, they will work independently of the teacher (but collaboratively with their classmate) to form mini-museums with the objects they used during the guided practice in the previous day's lesson. No group should have more than four objects/members. First, students will be asked to take out the reports on their individual objects that they wrote for homework and to retrieve the object from one of the teachers. Then, the students will go around the room briefly and say the name of their objects and two of the observations they made. Next, students will seek one another out in order to determine which objects belong in the same museum. Each group will be responsible for following the procedures introduced, outlined, and practiced over the past two days including the recording of observations and the physical organization of the objects into an exhibit.

Note: Make sure students have copies of directions sheet.

Assessment:

- Teachers will move about the room and monitor students' progress within the groups
- Each of the seven groups will be required to present their mini-museums and will be assessed on the written presentation, the oral presentation, as well as the graphical presentation of the objects.
- Students will be responsible for recording their thoughts about lessons learned from this activity in their language arts journals.
- Students will also be responsible for comparing their objects when the object was alone versus when the object became a part of the mini-museum exhibit (i.e., Did it change and, if so, how did it change?).

Modifications/Adaptations

Adapted—Level One

- ❑ Record observations into recorder.
- ❑ Use a word bank to help describe objects.
- ❑ Assistance with building museum, provided by peer tutor or teacher(s).

Advanced—Level One

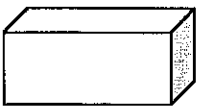
- ❑ Build two mini-museums.
- ❑ Write a description of museum.
- ❑ Serve as a technical assistant, going around and "trouble-shooting" during the construction of museums.

Directions: Mini-Museum

Compare and Contrast 

Classify _____ or _____

Draw a Conclusion 

Make Museums 

Title: "Object Observation (Part III)—The Stories that Objects Tell" (Kent, 2001)

Aim: To show students that objects/artifacts can tell stories that reveal the history of a family and/or certain culture.

Objective: Students will understand that individual families and whole cultures can learn about their pasts by collecting and analyzing stories and artifacts.

Materials: Students' objects from home (note: a letter will be sent home to parents in order to apprise them of the lesson and to make sure that students bring in an object that the parent/guardian deems fit), chart paper, markers, pencils, and paper.

Vocabulary: Artifacts, archaeology, archaeologist.

Summary: This is the third lesson in the series on object observation. In this lesson, students will "connect" the knowledge and skills learned in the previous two lessons to the concept and discipline of archaeology.

Motivation: The teacher will start by saying, "If objects could talk, what would they say?"

Direct Lesson: The teachers will ask student volunteers to provide summaries of what happened in the two previous lessons (and the teachers will record the students summaries onto the chart paper). Then, the teacher will demonstrate that the objects they've been using have spoken to them through their observations and classifications. The teacher will ask students why people tell stories and how they think objects can help someone tell a story. At this time, the teacher will introduce the term archaeologist to the students, define it (instructing them to add this definition to their language arts journals), and tell them that the activities they have been doing are the activities of archaeologists and that this means they are budding archaeologists themselves! The teacher will go on

to talk about the type of research that archaeologists do such as examining old structures and piecing together bones, artifacts (define and instruct students to add to their language arts journals), and oral stories to understand what happened in a place a long time ago. The teacher will make sure that she explains the importance of using both the story and the object in order to understand what happened in a place a long, long time ago.

Guided Lesson: While sitting in a circle on the rug, the students and teachers will practice storytelling through object observation. The teacher will point to certain objects/fixtures in the classroom and ask student volunteers to share what they think the object would say if it could talk (i.e., the blackboard, the desks, the chairs, the floor, the walls, pencils, etc.). The teacher will write students' responses on the flip chart. Using a combination of open-ended and closed questions, the teacher will encourage students to draw on what they have learned about object observation in the past two lessons in order to access their prior knowledge. The teacher will explain that most objects are usually made for a specific use and may have been created to be a decoration or to be used for a specific purpose. An object can tell something about the person or people who owned it. The teacher will also point out that each student may come up with a different story for the same object because of each student's individual focus on a certain aspect of the object (she will then give them an example of how one student might focus on the sound the object makes while another student may base his/her story around the way the object looks).

Say, "To tell the story of these objects, I have to think like an archaeologist. I will follow these steps...Look, Feel, Think, and Tell.

First, I look at the object to because maybe the way it looks can tell me a part of its story. Next, I feel the object to see if its texture (or, the way it feels) can tell me another part of its story. Then, I think about where the object could come from and who could have used it. Next, I think I am ready to begin to tell my object's story.

Okay, say the steps with me…

Look

Feel

Think 

Tell  !

Independent Practice: Now that students have had the chance to see how objects tell stories, they will work independently (at their clusters tables) with the object they were originally assigned. Each student will be responsible for telling the story and history of the object.

Assessment:

- The teacher will move about the room and monitor student progress.
- Students will responsible for writing both a report and narrative piece on their object and they will have to choose one for presentation in front of the class.

Modifications/Adaptations

Adapted—Level One

- ❑ Students will have sentence starters on their "Object Story" papers.
- ❑ Students will be provided with word banks to assist them with word-finding.

Advanced—Level One

- Students at this level will tell the story of two objects.
- Students will write two pages about their objects.

Directions: Telling an Object's Story

Look 

Feel 

Think 

Tell 

Title: Junior Archaeologists in Weeksville (Part One)

Aim: To help students learn more about Weeksville through embarking on an archaeological dig of a section of the site.

Objective:

- Students will survey and dig the site at Weeksville and unearth pieces of the past to reveal key pieces of information about life in that time.
- Students will learn that relics from the past reveal relevant facts that pertain to life today.

Materials: Maps from the 1969 historical dig*, dirt sifters, magnifying glasses, surgical gloves, goggles, disposable cameras, pencils, direction sheets, and archaeology journals.

Vocabulary: Archaeological dig, archaeologists, survey, site, artifacts.

Summary: In this lesson, students survey the site and prepare for the dig in Weeksville.

Motivation: Show a video clip of archaeologists in Peru at the Mayan temples, engaging in a dig. Ask students what they think is happening?

Directed Lesson: In this portion of the lesson, it is important to take the students through the training program for engaging in the archaeological dig. Make them understand that they are expected to maintain the integrity of the site, to carefully catalog the items found (and that this involves taking pictures and storing them properly), and cataloguing and classifying the items found into their proper periods. Direct students to write these terms down in their Weeksville "Archaeology" journals. Have students sign agreements that state they understand the responsibilities that accompany taking part in this dig at Weeksville.

Guided Practice (A Mock Dig): Using a patch of ground in the school's neighborhood, students and teacher(s) will use the map provided to follow the steps outlined below and in the following order:

1. Use the map to find the desired location.
2. Once the location is found, cordon off the site and declare it an official site.
3. Students will dig, following proper dig procedures, in search of items that exist in that piece of land/soil (Note: Teachers will place items in this soil for students to find, in order to prepare them for dig at Weeksville). Items include: money, a toy, a candy rapper from years ago, bone fragments [obtained from pet store], and _____).
4. Students will take pictures of objects before removing them from their placement in the soil.
5. Next students will remove items and place them in Ziploc bags, while wearing their gloves and goggles.
6. Students will transport items to school for closer observation and analysis.

Say, "Well, working as an archaeologist is an exciting thing. We MUST follow these steps at the dig, so pay close attention. Say the steps with me. The steps are…

Map it

Rope off

Dig

Take Pictures

Bag It!

Now, I think we're ready to go on our dig together!

Guided and Independent Practice: Students will go on a fieldtrip to the Weeksville site to begin the dig. This is a process that is expected to take two-to-three trips. Students will follow the procedure outlined above. Students should find the following objects:

- Coin
- Replica of official "Constitution and By-Laws" document
- Clothing
    i. Work boots
    ii. Remnants of an old dress
- Cookware
- Jewelry

Assessment:

- Students will be assessed on the basis of their adherence to the rules for digs.
- Students will be assessed on the basis of their ability to find the items at the dig site.

Modifications:

Adapted

- Directions written and complete with picture clues.
- Repetition of steps to follow on megaphone/recorder.
- Students will be paired with a peer assistant.
- Students will be expected to find fewer items (2, as opposed to 4)

Advanced

- Students will be expected to serve as peer assistants.
- Students will be expected to find more than 4 items (i.e., 6).
- Search and study the American Museum of Natural History's website for children, "Ology" at http://www.ology.amnh.org/archaeology/index.html. They will explore the "dig" site and look at the methods and scientific approaches used by the archaeologists on the site.

*Note: To obtain the map listed in the materials section, you can go to the Weeksville Website (http://www.weeksvillesociety.org/index.html) or find a copy in the book Weeksville: Then and Now (Maynard and Cottman, 1983).

Directions: Digging the Site

Map it

Rope off

Dig

Take Pictures 

Bag It

Title: Junior Archaeologists in Weeksville (Part Two)

Aim: To help students continue to learn more about Weeksville through an intensive and scientific analysis of the items found.

Objective:

- Students will examine each item on the basis of its historical, archaeological, and personal significance.
- Students will learn that relics from the past reveal relevant facts that pertain to life today.

Materials: Maps from the 1969 historical dig, found items, magnifying glasses, surgical gloves, goggles, disposable cameras, pencils, artifact cataloguing sheets, and archaeology journals.

Vocabulary: Archaeological dig, archaeologists, survey, site, artifacts.

Summary: In this lesson, students will examine the objects found in Weeksville.

Motivation: Show students clips of students from the 1969 dig analyzing artifacts and ask them, "What are these students doing?"

Directed Lesson: In this portion of the lesson, it is important to impress upon students the care that must be taken with the "artifacts." Direct students to write these terms down in their Weeksville "Archaeology" journals. Have students review their signed agreements that state they understand the responsibilities that accompany taking part in this dig at Weeksville. Once this procedure has been reviewed, explain the following to students and direct them to write these key points/phrases in their archaeology journals:

- What do you see when you look at this object?

- When you close your eyes, who do you imagine held/used this object? Why did this person/these people use this object?
- What significance could this object hold in the lives of Weeksville residents?
- What story does this object tell?

Guided Practice (Examining an Object): Using one of the artifacts discovered, follow the steps outlined below and in the following order:

- Observe the object by placing it in the middle of the observation table and guide students in a sketch of the object.
- Jot down words that describe the object.
- Suggest possible uses for the object.
- Using interactive writing, construct a story that this object may tell (2-3 pages).

Say, "Just to make sure that we all understand what we need to do when we are examining the Weeksville objects, let's say the steps together—

- Observe
- Jot down
- Suggest use
- Write a story

Guided and Independent Practice: Students will work in groups of three and follow the guidelines and steps outlined above to examine the following artifacts:

- Coin
- Replica of official "Constitution and By-Laws" document
- Clothing

i. Work boots

ii. Remnants of an old dress

- Cookware
- Jewelry

Assessment:

- Students will be assessed on the basis of their ability to find evaluate, examine, and identify artifact.
- Students will be assessed on the basis of their ability to adhere strictly to the guidelines outlined for proper archaeological procedure.

Modifications:

Adapted

- Directions written and complete with picture clues.
- Repetition of steps to follow on megaphone/recorder.
- Students will be paired with a peer assistant.
- Students will be expected to find fewer items (2, as opposed to 4)
- Stories limited to one page.

Advanced

- Students will be expected to serve as peer assistants.
- Students will be expected to find more than 4 items (i.e., 6).
- Students will be expected to write artifact stories that range in length from 5-7 pages.
- Search and study the American Museum of Natural History's website for children, "Ology" at http://www.ology.amnh.org/archaeology/index.html. They

will explore the "dig" site and look at the methods and scientific approaches used by the archaeologists on the site.

- Watch the video "Digging for Black Pride" and write a report about the artifacts found and the scientific methods used.

Directions: Artifact Observation

Observe 

Jot down 

Suggest use

Write a story 

Title: A Changing Brooklyn—An Oral History Project (Part One)

Aim: To provide students with first-hand knowledge of the changes that occurred between the community during the Weeksville era and the current era (i.e., Bedford-Stuyvesant).

Objectives:

- Students will build on their knowledge of interviewing (to gain information) by conducting oral histories.
- Students will understand that oral histories are one way to document the change that occurs in communities.
- Students will begin to build on their knowledge and skills set with regard to conducting/collecting oral histories.

Materials: Tape Recorders, Clipboards, Pencils, Recording Sheets/Graphic Organizers, oral history directions (step-by-step, with visual cues).

Vocabulary: History, Oral History, Change, Community.

Summary: In this, the first lesson on oral histories, students will learn what an oral history is, how it is different from an interview, and how it can provide valuable information as to how an individual and a community changes.

Motivation: Using two containers, one that is twice the size of the other, label one with the word "INTERVIEW" and the other with the words "ORAL HISTORY." Have student volunteers come up and fill the containers. Ask students to take two minutes to "jot" down what they notice about the difference between the two containers. In this motivation exercise, it is your goal as the teacher to elicit the awareness (in students that):

- The *interview* jar is small and could only hold a little, as compared with the
- The *oral history* jar, which was able to hold 2-3 times as much given its height and depth.

Directed Lesson: Expound, build-on, and continue the conversation begun during the "motivation" about the difference between an interview and an oral history. Remind students of their interview experience in Unit 1, where they interviewed one another. Tell students that an interview is a process and activity that allows the interviewer to gain some information about a person or a place or an activity. Say, "Oral histories, unlike interviews, help you collect and learn a lot about a person, a place, or an activity." Tell students that the word "history" means "the past, everything that has come before." Go on by telling them that an "oral history" is "a activity where you collect all of the important information about a person/place/activity that you can so that you will know about that person's/community's life from beginning to end. Taking an oral history is a four-part process: (1) Create Questions, (2) Ask Questions, (3) Document Responses, and (4) Look and Analyze (for Patterns of Change)."

Guided Practice: Guide the students in the taking of an oral history on a sample subject (e.g., teacher, para, other school volunteer). Follow the four-step process outlined above.

- Step One: Create Questions. Lead students in the creation of a set of questions to ask the subject of the oral history. Sample questions to pose to an individual include the following:
    - When were you born?
    - How many brothers and sisters do you have?
    - Where were you born?

- Where did you go to school?
- What did you study in college (if you went)?
- Where do you work? What do you do?
- What was your community like when you were a kid?
- What is your community like now?

- Step Two: Ask Questions. Lead the students in posing these questions to the subject. Use a tape recorder to tape yourself as you ask the questions.
- Step Three: Document Responses. Lead the students in the documentation of these responses. Listen to the taped responses to make sure that you are documenting them accurately.
- Step Four: Analyze Responses. At this step, guide the students in looking at the subject's responses and ask yourself, "What patterns do I see? What did I learn about this person's life? What changes happened from the beginning of this person's life to now?

Say, "Now we're ready to practice taking oral histories. Say the steps with me. These steps are...

Create Questions ?

Ask Questions

Document Responses

Analyze Responses

Independent Practice: Have students pair-off into groups of two. These student pairs will conduct oral histories on one another. Each student pair should be equipped with a tape recorder, a clipboard, a graphic organizer, a pencil, and a set of directions.

Assessment:

- Based on a rubric where 4 is "exceeds standards" and 1 is "far below standards," students will be assessed on this in-class oral history project.
- Students will also conduct self-assessments where they judge their own performance.
- Homework: As a method of assessment as well as a homework assignment, students will be required to conduct an oral history on a member of their family. They will be required to present their histories in class during meeting time.

Modifications/Accommodations:

Built-in

- Step-by-Step, Visual Directions
- Use of Tape Recorder, for auditory reinforcement

Adapted

- Fewer Questions Asked (5 instead of 15)
- Assistant Scribe/Recorder: For students who have fine motor issues, a peer assistant will serve as scribe.

Advanced

- Ask additional questions
- Conduct additional oral histories
- Serve as a peer assistant for this project

Directions: Taking an Oral History

Create Questions 

Ask Questions 

Document Responses 

Analyze Responses 

Title: A Changing Brooklyn—An Oral History Project (Part Two)

Aim: To provide students with first-hand knowledge of the changes that occurred between the community during the Weeksville era and the current era (i.e., Bedford-Stuyvesant).

Objectives:

- Students will conduct oral histories on Bedford-Stuyvesant residents.
- Students will conduct oral histories on former residents/descendants of the Weeksville Community.
- Students will build on their knowledge of interviewing (to gain information) by conducting oral histories.
- Students will understand that oral histories are one way to document the change that occurs in communities.
- Students will begin to build on their knowledge and skills set with regard to conducting/collecting oral histories.

Materials: Tape Recorders, Clipboards, Pencils, Recording Sheets/Graphic Organizers, oral history directions (step-by-step, with visual cues).

Vocabulary: History, Oral History, Change, Community.

Summary: In this, the second lesson on oral histories, students will apply their knowledge of oral histories to the task of conducting oral histories on Weeksville residents and residents of current-day Bedford-Stuyvesant.

Motivation: Display a visual timeline where a visual representation of Weeksville is above the year marker for 1858 and place Bedford-Stuyvesant above the year marker for

2005. Ask students what they notice about this timeline. Specifically, ask the following questions:

- What do you see?
- Where/When is Weeksville (i.e., in what year)?
- Where/When is Bedford-Stuyvesant (i.e., in what year)?
- Say, "These communities, while located in the same EXACT physical location, existed in different times. Ask yourself, 'What changes occurred and what differences exist between Weeksville and Bedford-Stuyvesant?'"

Directed Lesson: Expound, build-on, and continue the conversation begun during the "motivation" about the *distance* between Weeksville and Bedford-Stuyvesant. Ask students to tell you what an oral history is. After fielding a few responses, say, "An oral history is an activity where you collect all of the important information about a person/place/activity that you can so that you will know about that person's/community's life from beginning to end." Taking an oral history is a four-part process: (1) Create Questions, (2) Ask Questions, (3) Document Responses, and (4) Look and Analyze (for Patterns of Change)." Tell students that in this oral history activity, they will be taking the histories of former residents of Weeksville as well as current residents of Bedford-Stuyvesant.

Guided Practice: Guide the students in the taking of an oral history on a former resident/descendant of Weeksville—Joan Maynard, possibly.

- Step One: Create Questions. Lead students in the creation of a set of questions to ask the subject of the oral history. Sample questions to pose to an individual include the following:
    - When did the Weeksville community begin?
    - How did the Weeksville community begin?
    - Why did the Weeksville community begin?
    - When were you born?
    - What was Weeksville like when you were a kid? Include details please.
    - How many people lived in Weeksville when you were a kid?
    - What was the name of your school?
    - How many schools were in Weeksville?
    - How many brothers and sisters do you have?
    - Did Weeksville residents go to church?
    - How many churches were there then?
    - What, would you say, are the biggest changes that have happened between the time of the Weeksville community and Bedford-Stuyvesant?
- Step Two: Ask Questions. Lead the students in posing these questions to the subject. Use a tape recorder to tape yourself as you ask the questions.
- Step Three: Document Responses. Lead the students in the documentation of these responses. Listen to the taped responses to make sure that you are documenting them accurately.

- Step Four: Analyze Responses. At this step, guide the students in looking at the subject's responses and ask yourself, "What patterns do I see? What did I learn about this person's life? What changes happened from the time period in which Weeksville existed to now?

Say, "I know we know the steps for taking an oral history, but let's say them together, one more time. The steps are…

Create Questions ?

Ask Questions

Document Responses

Analyze Responses

Independent Practice: Have students pair-off into groups of two. Students in group one will conduct oral histories on Weeksville residents/descendants and students in group two will conduct oral histories on current residents of Bedford Stuyvesant.

Assessment:

- Based on a rubric where 4 is "exceeds standards" and 1 is "far below standards," students will be assessed on this in-class oral history project.
- Students will also conduct self-assessments where they judge their own performance.

Modifications/Accommodations:

Built-in

- Step-by-Step, Visual Directions
- Use of Tape Recorder, for auditory reinforcement

Adapted

- Fewer Questions Asked (5 instead of 15)
- Assistant Scribe/Recorder: For students who have fine motor issues, a peer assistant will serve as scribe.

Advanced

- Ask additional questions
- Conduct additional oral histories
- Serve as a peer assistant for this project

Directions: Taking an Oral History

Create Questions 

Ask Questions 

Document Responses 

Analyze Responses 

Title: What's in a Map? (Mapping and Cartography Lesson #1)

Aim: To teach students about the different parts of a map and the function each of these parts play.

Objective:

- Students will learn about (and understand) why (and how) maps are used;
- Students will learn how to use each of the map's parts to interpret it and use it to locate desired destinations.

Materials: Map of Subway (20 Copies), paper, crayons/colored pencils, pencils, Weeksville Journals, chart paper, direction sheets, and markers.

Vocabulary: Map, title, scale, legend/key, symbol, compass rose, cardinal directions, intermediate directions.

Summary: In this introductory lesson to the mapping and cartography unit, students will learn about the basic parts of a map.

Motivation: Say, "If you were going on a trip (even a fieldtrip), and you got lost, what are some of the ways you could get help finding your desired location? That's right—a map!"

Directed Lesson: Teacher asks, "What is a map?" After fielding students' responses, she says, "A map is a small picture, a diagram, a model of a larger place. It shows where things are located" (Learning About New York State, p. 24). Just like a book, you have to understand the "language" of a map before you can read it. Does anybody know what the parts of a map are? The parts of a map include the title, the key/legend, the scale, the symbol, and the compass rose." Define each of these terms on chart paper and direct students to record these in their Weeksville journals.

Guided Practice: While looking at a map of the NYC subway, students will (in groups of 4) be asked to do the following:

- You have been asked to take the "A" train from 42nd Street (Times Square) to _____ Avenue (in Brooklyn).
    - How will you find the symbol for the correct train?
    - What is the distance between the starting point and the destination?
    - If you look at the compass rose, in which direction are you traveling?
- Choose two locations to travel between and give it to another group to test their knowledge of maps/map skills.

Say, "To do this map activity, you have to remember to follow the steps below. These steps are…

Look at the map

Find starting point

Find destination

Get Direction (look at compass rose) ↓ ↑ ↙ ↘ ↘

Scale it (how far between the two points) ----------

Independent Practice: Using a map of Weeksville, from 1849, students will work in pairs to do the following:

- Find Weeksville on the map
- Add a compass rose
- Create a legend: What symbols would you include?

- Create a scale and then answer: How far is Weeksville from Canarsie?

Assessment:

- Students will be assessed on the basis of their completion of the independent practice activities.
- Homework: Vocabulary Mapping of Map Terms and Create a Map of Your Bedroom.

Modifications/Accommodations

Adapted—Level One

- Instead of working independently on this task, students at the adapted level will work one-on-one with a teacher or peer assistant.
- Steps will be read aloud and re-read.
- Steps will be demonstrated first, so that student can see what the steps "mean."

Advanced—Level One

- Student will work on mapping 3-7 destinations on the map.
- Student will be a peer assistant.
- If student finishes previous two points, student will draw a map of his/her room at home and do the same activities.

Directions: Map It!

Look at the map 

Find starting point ☞

Find destination ☜

Get Direction (look at compass rose) ⬇ ⬆ ↙ ↘ ↘

Scale it (how far between the two points) 🚑---------🚑

Title: Mapping Applied—A Weeksville Community Walk

Aim: To strengthen and assess students' mapping skills through a community walk/challenge.

Objective: Students will apply their knowledge of cardinal and intermediate directions, map symbols, and landmarks to the Weeksville site in an applied activity.

Materials: Weeksville maps, compasses, graphic organizer for maps,

Vocabulary: Compass, cardinal directions,

Summary: In this lesson, students "walk" the Weeksville community by following map-specific instructions. This lesson is a built-in assessment of students' mapping skills as well as an assessment of their knowledge of Weeksville.

Motivation: Ask, "Why is it important to understand maps?"

Directed Lesson: Say, "In the mapping unit, we've been studying and learning about direction sense, map symbols, and distance. In today's lesson, you will use all that you have learned about maps to find your way through Weeksville.

Guided Practice: Using a map of Historic (i.e., not current Weeksville), the teacher will guide students through the steps involved in this activity. The steps are as follows:

1. Read Clue
2. Discuss Briefly (with team)
3. Check Map
4. Follow Clue (based on group decision)

Using a map of Historic Weeksville, students (and with teachers' guidance) will interpret the following clues (Maynard and Cottman, 1983, p. 45):

1. Using Markers (i.e., red flags), identify the previous location of Hunterfly Road.

2. Find the NorthEast Corner where Buffalo Avenue and Bergen Street intersect. Where are you?
3. Walk to the NorthWest corner of Troy Avenue and Dean Street. Where are you?
4. Walk North East to the corner of Atlantic and Rochester Avenues. Where are you?

Independent Practice: Working in teams of four, where each team has at least one adult supervisor, students will be given the "Map Clues" sheet. The team that is able to interpret all of the clues will be deemed successful in their mission. The clues sheet is as follows:

- Find James Weeks' House
- Hunterfly Road Houses
- Present Site of Berean Church
- Site of 1968/1969 Archaeological Dig

Assessment:

- Students will be assessed on the basis of their ability to interpret clues.
- Students will be assessed on the basis of their ability to find and mark locations.
- Students will be assessed on the basis of their ability to collaborate with fellow teammates.

Modifications/Accommodations:

Adapted

- Visual, step-by-step directions
- Graphic, visual organizer for map clues
- Auditory reinforcement of steps on cassette

Advanced

- Additional clues to follow.
- Peer Assistant.

Directions: Weeksville Mapping Walk

Read Clue 

Discuss Briefly 

Check Map ✓

Follow Clue

Title: Direction Sense

Aim: To teach students the cardinal and intermediate directions through a study of Weeksville.

Objective:

- Students will develop an understanding of the cardinal and intermediate directions by studying and applying these skills to the Weeksville site.
- Students will create a map of Weeksville.

Materials: Compasses, markers, student maps of Weeksville (to be created in this lesson), colored pencils, and Weeksville journals.

Vocabulary: Compass rose, cardinal directions, intermediate directions.

Summary: In this lesson, students deepen their knowledge of maps through focusing on direction sense.

Motivation: Say, "If you were hiking in the woods and got lost, what could you use to help you find the direction you're going in? A compass rose!"

Directed Lesson: Say, "Who remembers the cardinal directions? What about the intermediate directions?" Remind students what each of the terms means and direct them to record this in their Weeksville journals.

Guided Practice: Using the tools provided on the Weeksville site, students will create a diagram/model map of Weeksville (with much guidance from the teachers). Students will map and label the classroom. This task will be a challenge for many students and the steps below should be discussed and followed slowly, stopping to check and see if everyone understood the directions. Provide students with sheets that have grids drawn on them.

- Step One: Draw a compass rose. Display a picture of a compass rose. Guide students in the process of labeling the directions. Tell students to write the words "compass rose" next to the sketch.
- Step Two: Pick a location/station in classroom.
- Step Three: Determine the station's direction in the classroom.
- Step Four: Draw location and label with cardinal direction and name.
- Step Five: Repeat process until map of classroom is complete.

Guided Practice (Part Two) & Independent Practice: Students will:

- Sketch (create) a map of Weeksville while on site.
- Using student maps of Weeksville, students will determine the direction in which each specific Weeksville location is.

Students will follow the same steps as listed in "guided practice."

- Step One: Draw a compass rose. Display a picture of a compass rose. Guide students in the process of labeling the directions. Tell students to write the words "compass rose" next to the sketch.
- Step Two: Pick a landmark.
- Step Three: Determine the landmark's direction on the site.
- Step Four: Draw location and label with cardinal direction and name.
- Step Five: Repeat process until map of Weeksville is complete.

Assessment:

- Students will be assessed on the basis of their ability to do the following:
  - Draw a compass rose.
  - Determine the directions of buildings.

- Draw buildings.

Modifications:

Adapted

- Some landmarks will be pre-drawn, ready for student to label.
- Student will be paired with a peer assistant or will work with an adult volunteer.

Advanced

- Student will serve as peer assistant.

Title: Weeksville Writers' Workshop (Lesson #1)—A Sense of Story

Aim: To help students develop an understanding of basic story structure through a study of the "story map" and Weeksville's history.

Objective: Students will learn about and understand the basic elements of a story through the study of a "story map."

Materials: Story Maps (20 copies), Weeksville booklet (20 copies), and clipboards (20).

Vocabulary: Story Map, Characters, Plot, Setting, Problem, and Solution.

Summary: In this, the "kickoff" lesson in the writing unit of the Weeksville Curriculum, students are introduced to the story map. Getting students acquainted with the story map will help them have a stronger internal story structure from which to draw when writing their Weeksville stories.

Motivation: Say, "What are the ingredients of a story?" List the things that students share.

Directed Lesson: Say, "A story has a number of important elements. These include the setting (or where the story takes place), the plot (or, what the story is about), the characters, the problem (or, the situation that needs to be resolved), and the resolution or solution (or, the event [or series of events] that cause the problem to be resolved). When you put these elements together, you have all the necessary parts of a story—and we call this a story map! A story map helps you (the reader or the writer) understand where you are going as you read or write a story! Today, you will be reading the "Weeksville Story" (that we've been studying) and using this information to build a story structure for Weeksville that will help you write your own Weeksville story.

Guided Practice: Students, equipped with their story maps and clipboards, will listen as the teacher reads the introductory portion of "A Weeksville Story." As the teacher reads the introduction, she will ask the students to identify the story elements present in the reading. For instance, the setting will be Brooklyn, New York (and characters include James Weeks).

Say, "Students, to fill in this story map, you have to do the following three things. Say them with me...

Read 📖
Find ↗
Fill-in ✏

Note: A copy of the story map is in the Appendix.

Independent Practice: Working in groups of four, students will read the Weeksville story (in its entirety) and fill in the parts of the story on an enlarged (i.e., 3x4) story map. Make sure that each student group has two copies of the directions sheet.

Assessment:

- Students will be assessed on the basis of their ability to complete and explain the story map (and its individual elements).

Modifications/Accommodations:

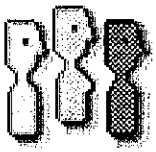
Adapted—Level One

- Story Maps complete with picture clues
- Extra Time on Task

Advanced—Level One

- Peer Assistant

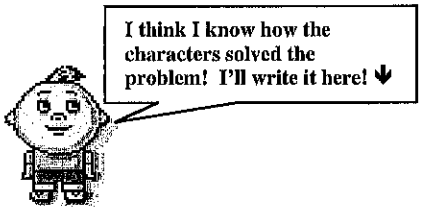
Story Map

Characters 

Setting (Where) 

Problem

Solution



Directions: Story Map

Read 

Find 

Fill-in 

Title: Weeksville Writers' Workshop (Lesson #2)

Aim: To introduce students to the pre-writing stage of writing.

Objective: Students will begin their Weeksville writing project by brainstorming and pre-writing their story ideas.

Materials: Character Webs (20), Chart Paper-size story web and character web (Appendix F), Story Webs (20), pencils, writing folders, and clipboards.

Vocabulary: Stages of the Writing Process, Pre-Writing, Brainstorming.

Summary: In this, the second lesson in the Writing Unit for the Weeksville Community Change Curriculum, students will learn the importance of planning their stories and mapping out their ideas. They will see this part as planting the "seeds" for their stories—seeds that, once planted, will grow across the five stages until they reach full bloom (or, the publishing stage).

Motivation: Ask, "Where do books come from? Do they come magically from the sky? Is there a book tree from which books fall?" After fielding a few responses say, "Where do flowers come from? How do they start out?" Hold up and show a few seeds in your hand and say, "Any book, story, or tale begins as a seed!"

Directed Lesson: Tell students that this seed is their idea. Ask them, "Why do you think your story ideas are like seeds?" After fielding some of the students' responses, tell them that in today's writing workshop, they will be planting the seeds for their Weeksville stories by brainstorming, or thinking about the story that they want to write and jotting those ideas down on paper—so that they can begin to plan what they will write.

Guided Practice: Using the chart paper-size character web, the teacher will guide the students in practicing the technique of brainstorming.

- *Story Web*: In the center oval of the story web, the teacher will place the words "Weeksville Community." She will solicit the students' responses about these two words and record them on the chart. Tell students to do two things—wait ten seconds while they close their eyes and think about what these words mean to them and demonstrate the motion of pulling a seed idea out of their minds/imaginations to share with the class. A copy of the story web can be found in the Appendix.
- *Character Web*: Using the same brainstorming technique, students will be guided through the process of choosing Weeksville figures/residents to brainstorm ideas for and chart responses. A copy of the character web can be found in the Appendix.

Note: Students identified as requiring additional instruction prior to practicing the skill of brainstorming independently will be included in the group that is "re-taught" this mini-lesson.

Independent Practice: Working independently at their cooperative tables (or on the rug, if permitted), students will work on brainstorming their story ideas for Weeksville. During this session, students should be found simulating the action of "pulling seeds" out of their brains and writing them on paper. Once students have brainstormed for twenty-five minutes, they will come to the rug. While on the rug, they will share their ideas with their rug partner. The teacher will ask three students to share their story ideas and character webs.

Assessment:

- Students will be assessed on the quantity and quality of their brainstorming. This will be assessed during the individual conferences the teachers have with each student.

Modifications/Accommodations:

Adapted

- A modified character web
- A modified story web
- Reteaching session

Advanced

- Serve as "Peer Assistant"
- Complete a more detailed character web with written descriptions of characters.

Title: Weeksville Writers' Workshop (Lesson #3)

Aim: To introduce students to the drafting stage of writing.

Objective: Students will continue their Weeksville writing project by drafting their stories about Weeksville.

Materials: Drafting paper, Writing Folders, Character Webs (20), Chart Paper-size story web and character web, Story Webs (20), pencils, directions sheets, and clipboards.

Vocabulary: Drafting.

Summary: In this, the third lesson in the writing unit of the Weksville Curriculum, students will learn about the drafting stage of writing. The most important lesson to be learned is that in this stage of writing, the writer must get the ideas down on paper—not worrying yet about the mechanics.

Motivation: Say, "Who remembers yesterday when we started our writing project? Who can remind us what we did yesterday? Yes, that's right, we learned that prewriting and brainstorming are the seeds for our stories."

Directed: Say, "In today's writing workshop, we will watch our seeds (or, ideas) begin to grow as we enter the drafting stage of writing. Everybody say drafting!" Explain to students that in the drafting stage, the most important thing is to get the ideas down on paper. Make sure that students understand that drafting is about the ideas—and NOT the mechanics. Tell students, "We do not expect to see any student saying, 'How do I spell this word or that word' because in this stage, you must focus on the idea. In one of the later stages of writing, we will focus on the mechanics (or spelling and grammar) of your writing." Say, "If prewriting is like planting the seeds, the drafting stage can be thought of as the stalk and first leaves that are seen on a plant or flower—it has begun to grow but

has much more growth and improvement ahead!" Tell students that they are to use their story and character webs from the prewriting lesson to help them get started on their drafts.

Guided Practice: Using the large character and story webs completed in the previous writing workshop, the teachers will guide the students in beginning to draft their story from the ideas charted yesterday. You can start the story off by giving the first line and from that point on, ask students to contribute their thoughts as to the sentences to be placed in the draft. Stop at certain points in this guided practice and say the words "I am thinking ONLY about getting my ideas onto paper. I know that I could have written this better or that I made a mistake right here but I am going to keep going so that I don't lose any of my good ideas!" Saying this will help them begin to understand that they must write and not stop to worry about the mechanics. You will find that many students have trouble continuing when they think that their work is not perfect. Showing the students that you expect good work (and not perfection) will help them in moving more successfully through the drafting process. During this guided practice, make sure to write no more than one paragraph with the students; this will suffice in demonstrating how to begin drafting. Sitting in their writing triads, students will discuss briefly (i.e, one minute each) how they plan to begin their writing. This will allow them to more easily move into independent practice.

Guide the students in a chant of these four steps…

Think 

Write Ideas 

Mistakes are okay 

Keep Writing

Independent Practice: At this point in the lesson, students will work independently on their drafting. Although students are writing independently of one another, it is good idea for you to group them flexibly—mixing students with stronger and weaker writing skills. Students in a group will seat in close proximity with one another so that when you are walking around and conferring with them during their writing conferences, you will be able to address similar writing issues to the whole small group before conferring individually. This drafting process should last approximately one-and-a-half weeks. At the end of each drafting workshop, select another three students to share a portion of their draft.

Assessment:

- Students will be assessed during daily conferences with regard to their progress with their writing.
- Students will be assessed at the end of each stage on the basis of their quality of work produced and how closely it conforms to the standards outlined for each respective stage.

Modifications/Accommodations:

Adapted

- Drafting paper with fewer lines (and lines that are farther apart)
- Visual, step-by-step directions
- Reteaching
- Writing partner

- Drafting Checklist

Advanced

- Use two-to-three more pages of drafting paper for writing piece.
- Serve as a peer writing tutor

Directions: Drafting

Think 

Write Ideas 

Mistakes are okay 

Keep Writing 

Title: Weeksville Writers' Workshop (Lesson #4)

Aim: To introduce students to the revising stage of writing.

Objective: Students will continue their Weeksville writing project by revising their stories about Weeksville.

Materials: Drafting paper, Writing Folders, Character Webs (20), Chart Paper-size story web and character web, Story Webs (20), pencils, and clipboards.

Vocabulary: Pre-Writing, Drafting, Revising.

Summary: In this, the fourth lesson in the writing unit of the Weeksville Curriculum, students will learn about improving upon their writing by adding crucial details—details that will strengthen their writing. In this lesson, the teachers will use the visual metaphor of a garden that needs fertilizer and additional planting. This metaphor will serve as a tool that will better enable students to see how any piece of work can be improved upon.

Motivation: Say, "Now we all know that in writing, prewriting is like the seed and drafting is like the first sprouting of the stalk and leaves, What do you think that revising might be?"

Directed Lesson: Say, "Revising is a term that means you are going back over what you have written and asking yourself the question, What words and ideas could I add to this sentence to make it stronger? Good writers revise and take the time to go over what they have written to make their stories better. Good writers do not look at their drafts and say, 'This is great as it is; there are no improvements to be made. I'm ready to publish.' Good writers stop at each line and think about what could be added so that the reader understands what the writer was trying to convey."

Guided Practice: Say, "In today's practice, we are going to look at the piece of writing that we came up with and see where and how we can make it better and stronger. It is important that we all think of ideas and details that we can add to make our writing clearer." Read the paragraph. Then, ask the students to read it to themselves silently and to ask themselves, "What words and ideas could I add to this sentence to make it stronger?" You should start by verbalizing your thoughts on how the first sentence could be changed. For example, if the first line reads "James Weeks was walking down the road in search of a place to stay," suggest changes that could be made. These suggested changes could include any of the following:

- "James Weeks was in search of a home. He didn't want just any home but a place he could call his own. As he walked down the road, he saw a patch of land that looked like it would be a good place to build a house. He began to ask around to see if the land was available."

Continue this guided revision by soliciting suggested revisions from the students themselves (and charting them). Demonstrate to students how they are to add these changes. While their drafts were written in pencil, their revisions are to be written above the original pencil-written sentence in pen. Before sending students off to work independently, have them share their thoughts for revising their first sentence in their writing triads.

Look

Reread

Make Better

Rewrite 

Independent Practice: Working in the same groups formed and discussed in the previous lesson, students will work to revise their Weeksville writing pieces. During this time, one teacher should confer with students individually while the other teacher conducts a reteaching session for students who need additional instruction in revising their writing.

Assessment:

- Students will be assessed on the basis of their ability to revise their Weeksville writing pieces.

Modifications/Adaptations

Adapted

- One-on-One assistance with revisions.
- Extended time on task.
- Revising Checklists.
- Word Bank.
- Write with the assistance of software (i.e., Write OutLoud or CoWriter)

Revising Checklist

Look  ❑

Reread  ❑

Make Better ❑

Rewrite  ❑

Title: Weeksville Writers' Workshop (Lesson #5)

Aim: To introduce students to the editing/proofreading stage of writing.

Objective: Students will continue their Weeksville writing project by editing/proofing their stories about Weeksville.

Materials: Drafting paper, Writing Folders, Character Webs (20), Chart Paper-size story web and character web, Story Webs (20), pencils, and clipboards, editing symbols chart, editing symbols sheet (for student writing folders), and editing checklists.

Vocabulary: Pre-Writing, Drafting, Revising. Editing/Proofreading.

Summary: In this, the fifth lesson in the writing unit of the Weeksville Curriculum, students will continue to strengthen their writing by looking closely at the mechanics and grammar of their writing pieces. Using the editing symbols chart, students will work to find and correct any mistakes found.

Motivation: Point to the easel and read the sentence displayed. It has a couple of mechanical errors that you will ask the students to find. Say, "Okay, we've planted the seeds for are stories by prewriting and brainstorming, we've watched the seeds begin to grow in our drafts, we've gone back to our writing garden and made it better by adding details in the revising stage."

Directed Lesson: Say, "You all found the mechanical errors in the writing workshop message very easily. Today, we are going to walk in our gardens and find the weeds and debris (or, garbage) that is lying around and preventing our flowers from growing as tall and strong as they can. In writing, this is called editing and proofreading. This is the time to look for misspelled words, missing punctuation, and grammatically incorrect

writing." Ask students to turn their attention to the "Editing Symbols" chart. One by one, say and explain the following symbols:

- Start a new paragraph
- Uppercase sign
- Lowercase sign
- Misspelled word
- Change the order of words
- Move text
- Missing punctuation

Guided Practice: Using the same writing piece created at the beginning of the writing unit, guide students in editing it. When a student identifies an error, ask them which editing symbol should be used to indicate said error. Invite the student to come up and mark the symbol. Before sending students to their seats to work independently, ask them to form their writing triads and each student (within the triad) will show/share one error in their writing piece and how they will correct it using the editing symbol.

Say, "Writers, it seems like we followed four steps as we editing our writing piece. Let's check that and see. First, we reread. As we reread, we checked for spelling and punctuation errors. Then, when fixed them. Last, we checked our writing piece again (just to make sure that we had not missed any silly mistakes)! Okay, say the steps with me…

Reread 📖

Find Errors ✕

Fix Errors ~~rite~~ write

Check Again √

Independent Practice: Working independently within their writing groups, students will edit their pieces using colored pencils. Teachers should confer with students to make sure that they can use the editing symbols properly.

Assessment:

- Students will be assessed on the basis of the level of editing in their writing pieces.

Modifications/Accommodations:

Adapted

- Peer assistance
- Reteaching
- Editing/Proofreading Checklist

Advanced

- Serving as a peer tutor.

Editing Checklist

Reread  ❑

Find Errors ✗ ❑

Fix Errors ~~rite~~ write ❑

Check Again √ ❑

Title: Weeksville Writers' Workshop (Lesson #6)

Aim: To facilitate the publishing of students' stories.

Objective: Students will conclude their Weeksville writing project by publishing their stories about Weeksville.

Materials: Final Drafting paper, Writing Folders, Character Webs (20), Chart Paper-size story web and character web, Story Webs (20), pencils, individual photos, About the Author sheets, cover page templates, title page templates, dedication page templates, publishing checklists, and clipboards.

Vocabulary: Pre-Writing, Drafting, Revising. Editing/proofreading, and Publishing.

Summary: In this, the final lesson in the writing unit of the Weeksville Curriculum, students will work to complete their Weeksville stories by publishing them. This process of publishing will help the students gain a deeper appreciation of their own writing and the writing process (in general).

Motivation: While holding up a copy of one of their favorite books and a copy of one student's edited and proofed writing piece ask students, "What, do you think, is the difference between these two pieces of writing?" The aim of this question is to get students to understand that they too can finish their books by publishing them.

Directed Lesson: Say, "In today's lesson, you will be finishing your writing by publishing it. To publish a piece of writing, you need to make sure you have five things.

1. Cover Page:
2. Title Page:
3. Dedication Page:
4. About the Author Page:

5. Binding of Story/Book:

Placing these things in your work shows to readers (and those not in our class) that you are writers because you took your writing through all of the necessary stages and now you are ready to place it in its final form—a form that is formal and ready for presentation at a publishing party!

Guided Practice: During guided practice, students will assist the teacher in completing each of the five things listed above for a sample book.

Independent Practice: Students will work independently to complete the five publishing items listed above in the directed lesson.

Assessment:

- Students will be assessed on the basis of their ability to complete the publishing items satisfactorily.

Modifications/Accommodations:

Adapted

- One-on-one assistance in completing the five publishing items.
- Extra time on task.

Advanced

- Assist with publishing other students' stories.

Publishing Checklist

Cover Page ❑

Title Page ❑

Dedication Page ❑

About the Author Page ❑

Binding of Story/Book ❑

Title: What is an ecosystem?*

Aim: To teach students (and orient them) to the concept of an "ecosystem."

Objective:

- Students will learn about ecosystems.
- Students will learn about the many elements that make up an ecosystem.

Materials: Ziploc Bags (25), Collection of Living Things.

Vocabulary: Ecosystem, Community, Soil, Interdependence, Habitat, Growth, Food Web, Cycles, Carrying Capacity.

Summary: In this lesson, the first in a series on the ecosystem (and Weeksville's ecosystem, specifically), students are introduced to the concept of an "ecosystem."

Motivation: Say, "When people live together in a neighborhood and work and go to school, we say they live in a what? That's right, they live in a community. Well, if we think about every living thing--from plants, to animals, to people, and how all of them live together, we are talking about something called an "ecosystem."

Directed Lesson: When we walked around our school's neighborhood and observed its ecosystem, we found a lot of living things. We saw plants, and insects, and animals, and I bet there were some microorganisms that we couldn't see with our eyes! How do your found living things exist in relation to one another? How does the ecosystem look? Today, we are going to talk about and investigate the relationships among these living things!

Guided Practice: Say, "In this section of the lesson, we are going to examine my collection of living things from our school neighborhood's ecosystem and we are going to decide how each thing may or may not depend (on) or relate (to) one another."

Students and teacher will organize and "map" the relationships of her collection of living things from the school's ecosystem on large poster board, taking care to include the impact of the air, the soil, the sun, and the wind.

Say, "This activity is fun but you have to pay close attention so that you will know what to do next. To do this ecosystem web, we need to see how things might be connected. For instance, if I pick up this 'twig' and a blade of 'grass,' I might draw a line between them to show that I see a connection—a relationship! I see a relationship because I know that the twig came from the tree and that the tree grows in the dirt—dirt that usually has grass! First, I looked at the living things I collected. Then, I stopped to think about the living things and how they might be connected. Then, I made a match. Last, I drew a line to show the connection I found. Say the steps with me…

Look

Think

Match ←→

Draw a Line ———

Independent Practice: Following the steps outlined and discussed in the guided practice above, students will web and map the relationships between and among the living items they collected in their own bags. Make sure that each student has his/her own copy of the directions.

Assessment:

- Students will be assessed on the basis of their ability to see and make connections between the living things they found.

Adaptations/Modifications

Adapted—Level One

- *Will work with a partner.*
- *Will be responsible for matching fewer living things.*
- *Will have a graphic "living things web" organizer.*

Advanced—Level One

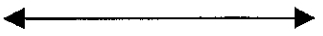
- *Will be responsible for matching more living things.*
- *Will work as a peer assistant.*
- *Students at this level will go to the Ecology and interdependence gizmo website where they will be able to conduct an investigation of ecology and interdependence—manipulating aspects of the environment to learn more about the ecosystem and interdependence:* http://www.explorelearning.com

Directions: Webbing Our

Living Things

Look 

Think 

Match 

Draw a Line 

Title: A Weeksville and Bedford-Stuyvesant Neighborhood Ecosystem Web: Organizing and Mapping Relationships

Aim: To help students continue to explore the connections and relationships among the many different elements in Weeksville's ecosystem.

Objective: Students will continue to explore the connections between the different elements in Weeksville's ecosystem by combining their collections of living things and exploring more relationships.

Materials: Notecards, markers, notes from ecosystem exploration, list of items found during community walk, computers (4).

Vocabulary: Ecosystem, Community, Soil, Interdependence, Habitat, Growth, Food Web, Cycles, Carrying Capacity, Air, Sun, Wind, Pollution, Population, Soil, direction sheets (terms found in Callenbach, 1998).

Summary: In this, the third lesson in the unit on plant movement, students will deepen their understanding of the functioning of Weeksville's ecosystem by exploring the different ways that the many different elements are related and interconnected. Students will first do this using a web on paper and then, they will work in groups of four where they will combine their respective found elements and search for the connections among them.

Motivation: Using a ball of yarn, ask the question "How do you know me?" As you ask the question, throw it to a student and they will answer it and then ask it of another student as he/she throws it. Continue this for about six or seven passes. This will demonstrate that we are interconnected (and, to some extent, how we are interconnected).

Directed Lesson: Say, "As you just saw with the yarn experiment, we are all connected to each other in some way. Just like we are connected, all of the things we found on our community walk in Weeksville's ecosystem are connected as well. Today, you will start to explore how they are connected and how these connections help each one live and thrive (or, threaten its existence)."

Guided Practice: Using notecards, display six of the items/elements you noted on the Weeksville walk. These items could be the following:

1. soil
2. sun
3. wind
4. snail
5. water
6. plant life

Say, "Each of these elements is connected. The thing is, they can be connected in different ways. What if we start with plant life. Where do we go from there? What affects a plant's life, and how?" As students select and place each card, ask them to explain the connection and record it on a sentence strip. An example of what students might say is as follows: Plant life is affected by water because water makes it grow. Plant life is also affected by the wind because the wind carries the seeds of the plant to other places in the soil—where the plant can grow again. The snail has an impact on the plant and the soil because when it dies, it becomes food for the soil and this rich soil helps the plant grow better." This is just one example of how the connections could be made and explained."

Independent Practice: Working in cooperative groups, students will web/map the relationships of the ecosystem elements they found. Students will fill the following roles:

1. Mappers (2)
2. Connecters/recorders (2)

In addition, students will follow the steps outlined in the previous lesson on ecosystem mapping (see directions attached).

Assessment:

- Students will be assessed on the basis of their ability to discover relationships.
- Students will be assessed on the basis of their ability to explain and document the relationship among different ecosystem elements.

Modifications/Accommodations:

Adapted—Level One

- Will work with partner.

Advanced—Level One

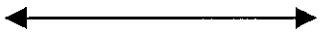
- Map the relationships of found elements in three different ways, as opposed to just one.

*Note: The idea for this activity was based on an in-class activity in "Science for Teachers," with Kate Abell.

Directions: Webbing Our Living Things

Look 

Think 

Match 

Draw a Line 

Title: A Weeksville and Bedford-Stuyvesant Neighborhood Ecosystem Web: Flower Investigation—What is its Form and Function?*

Aim: To help students increase their knowledge of plant-life through a hands-on exploration and "dissection" of the flowers and plants found in Weeksville.

Objective: Students will cut, pull, and arrange flowers in order to increase their knowledge of plants' form and function.

Materials: Plants from Weeksville, paper, pencils, markers, plastic knives, overhead projector, recording sheets.

Vocabulary: form, function.

Summary: In this, the third lesson in the science unit on plant movement in Weeksville's ecosystem, students will examine and investigate plants in a hands-on fashion. They will look at the flowers, pull at them, cut them, and compare them in an attempt to answer the question, "What is the form and function of these plants?"

Motivation: As students walk in, tell them to answer the following question on a post-it note and stick their answer on the board. Once all students have responded, use their answers as the springboard into the "Directed Lesson."

Directed Lesson: Say, "As you came in, I asked you to write answers to the question "How does a flower's form affect its function?" Read some of the students' responses and group them according to similar responses. Tell students that in today's lesson, they will be studying flowers and plants collected during the walk in Weeksville. Tell them that at the end of their investigation, they should have more knowledge about why flowers look the way they do and how the flower's form affect its function.

Guided Practice: Using the overhead projector, the teacher will guide the students in the exploration and examination of a flower. Using the "recording graphic organizer" (see "Appendix B: Form and Function"), students will help the teacher answer the following questions:

- What do you see when you look at your flower?
- What are the different parts of the flower? What names would you give these different parts?
- If you had to decide on the function (or, the way something works), what would you guess is the function of each of the "parts" you identified?

Draw a picture of your flower and write-up your responses.

*Note: The "recording graphic organizer" can be found in the Appendix.

Independent Practice: Working in cooperative groups, students will examine and investigate flowers collected in Weeksville. They will be responsible for answering the questions outlined above. In each group, each student will be an investigator—or a person who handles the flowers and dissects them. There will be one recorder and one timekeeper.

Assessment:

- Students will be assessed on the basis of their ability to discover new information about flowers.
- Students will be assessed on the basis of their ability to explain and document the form and function of the flowers collected.

Modifications/Accommodations:

Adapted

- Graphic organizer with picture clues.
- Peer assistant.

Advanced

- Additional plants to observe.
- Work with student as peer assistant.
- Students will read *The Human Side of Trees* (Dixon and Fitch, 1917), a book that explores the more "animate" side of trees. Reading this text will help prepare students for the upcoming experiment on plant movement.

*Note: The idea for this activity was based on an in-class activity in "Science for Teachers," with Kate Abell.

***Title*: Plants In Motion: Manipulating the Ecosystem to Study the Ecosystem's Effects on a Plant's Movement(s)**

Aim: To engage students in an exploration into the way that plants move.

Guiding/Overarching Question: How will a plant's mobility/motion change when its ecosystem is altered/manipulated? What does this tell us about the way living things co-exist (and depend upon one another)?

Objective: Students will better understand the effects that altering the ecosystem will have on a plant's movement.

Materials *(Note: This list was obtained, in part, from a listing of materials provided in the National Science Resources Center Teacher's Guide on Ecosystems, pp. 38-39)*:

- Science Writer's Notebook (one for each student)
- Aquariums: 4 (One for each group of students)
- Soil
- Water
- Gravel
- Grass
- Leaves, Rocks, Twigs/Bark (all collected by students)
- Droppers
- Rubber Bands
- Light/Lamps
- Newspaper
- Pencils
- Drawing Paper
- Colored Pencils

Summary: In this science lesson on plant movement, students conduct an actual experiment to determine how and why certain plants move. Students will be assigned to either the control or the experimental group. At the conclusion of this lesson, students should be able to articulate more clearly why and how plants move in a given ecosystem.

Vocabulary: Ecosystem, control group, experimental group, experiment, manipulate

Duration: Ten, One-hour Class Periods

Student Groupings and Materials Distribution: There will be four groups of four students each. Each group member will be assigned (and will assume) one of the four following roles: (1) Materials Manager (the student who will be responsible for obtaining and storing the various materials required for this particular investigation); (2) Record Keeper/Note Taker (the student who is responsible for taking "group" notes on the progress of the student-run experiment); (3) Time Keeper (the student responsible for making sure that students are well within the time parameters set by the teacher); and (4) Experiment Monitor (the student whose primary responsibility is to learn, clarify, and communicate all aspects of the experiment to his/her group members). It is important to note that while each student assumes one of these four roles within the group, it is still each student's responsibility to take his/her own personal notes in their science writer's notebook (and on any associated handouts) and to take active part in the investigations.

Directed Lesson: Teacher will review with students the concepts and ideas learned in the previous lessons in the unit. These include: ecosystem, community, habitat, interdependence, predation, and impacts (terms found in Callenbach, 1998). The teacher will solicit student definitions of these terms. Tell students that just like every other living organism, plants move! Say, "Plants can move slowly, or quickly, but they all move. Their movement depends on different things, though, and that is what we will figure out today!"

Guided Practice: Working in their groups, students will do concept mapping with the terms learned throughout the unit. These terms include the following: air, ecosystem, bacteria, biodiversity, bioregion, ecosphere, carbon, carrying capacity, plant motion/movement, cycles, decomposition, decomposers, bacteria/fungi/ habitat, impacts, interdependence, photosynthesis, pollution, population, succession, sustainability, predation, respiration, and soil (terms found in Callenbach, 1998). The question guiding this mapping exercise is: How will you arrange these terms/concepts to show how a plant's movement is affected by the organisms in its ecosystem? The teacher will begin this activity with them, soliciting responses from the students and then will direct them to continue the mapping activity within their groups. (These terms were obtained primarily from Callenbach, 1998.)

Independent Practice: *Plant Movement (An Experiment)*

In this portion of the lesson, students actually engage in (and initiate) the experiment in which they begin to investigate and "manipulate" a plant's movement through applying their newly-acquired knowledge of a plant's ecosystem. The groups will be given a designation of "control" and "experimental."

Procedure for Construction of Aquarium Ecosystems: While this is not to be a study of aquatic plant life, aquariums are being used instead of soda bottles due to the increased space provided by an aquarium. Based on the sketches students made while on neighborhood walks, and on instructions provided by the teacher, students will construct their own in-class ecosystems by using the materials listed above. They will first place the gravel in the bottom of the aquarium. Then, they will place soil and add the plants, twigs, and leaves found. Using cups, they will add water carefully. Given the group to which students are assigned, further steps followed will vary.

The Control Groups. The control groups (2, in total) will build a plant habitat that remains stable over the ten one-hour class sessions during which the experiment is to be conducted. These two control groups will be responsible for observing, sketching, and otherwise recording the movement of their plants (and making sure that they document the ways in which the interactions of the various organisms and "inhabitants" of the ecosystem impact the plant's movement). Questions that these two groups might pose during the course of their investigation are the following:

1. How do the plants in our in-class ecosystem (i.e., our aquarium/terrarium) move? What is the reason for (and mechanism of) this movement?
2. Is the plant's movement a conscious decision or a physiological reaction (and how will we prove this)?
3. How much of the plant's motion seems to depend on the surrounding ecosystem?

4. Can we quantify the effect of different stimuli on a plant's motion? If so, how do we do this? (Note: In answering this question, students will most likely refer to the effect of water, air, and light on the plant's movement).
5. From this investigation, can we figure out what determined the changes in structure and function of the plants in this ecosystem or, is further study required?

Possible Outcomes:

- Students will be able to track and document the plant's various movements in the terrarium/aquarium.
- They will be able to begin to see how a plant's movements are also dependent upon the other organisms and species in its ecosystem.
- Students will see/determine that in order to better understand plant movement, they will need to embark on a more in-depth study.
- During the course of this investigation, students will do some of the following:
- Apply/supply a set amount of water
- Maintain the current nutrient level of the plant's ecosystem
- Maintain a steady level of sunlight/light
- Will NOT introduce new species or organisms, none other than the ones contained in the original in-class aquarium.

Experimental Group

The "experimental group" will obtain a "baseline" on the plant's movement by observing the ecosystem as it is--without manipulation of the organisms, species, or outside stimuli. The guiding questions for the two experimental groups will be the following:

1. What are the effects (on a plant's movements) of changing/altering the ecosystem?

2. What alterations cause the greatest change in our plant's movement (and what does this tell us about the interdependence of living things)?

These two groups will, in effect, alter the balance of the ecosystem. They will do this by taking the following actions:

- Changing the direction and amount/intensity of light
- Manipulating the "Air" quality
- Introduce a new, non-indigenous species of plant. One idea is the Hedera Helix (or, "English Ivy") vine. The Hedera Helix, an aggressive and fast-growing plant, is known to thrive in a variety of ecosystems and can adapt quickly to many (but not all) settings. Plants/vines such as the "Hedera Helix" have been known to "turn a diverse ecosystem into a monoculture" (www.chattoogariver.org/Articles/2003Su/Invasives.htm). The question that these students will be aiming to answer is, "How will the target pant react to the introduction of this new species? Will it move in response? If so, how?
- Students in these two experimental groups will manipulate the levels of stress (i.e., anything that adversely affects productivity), the levels of disturbance (i.e., anything that damages or destroys the biomass or bacteria of plants directly), and/or the competition (i.e., the effects of other plants/bacteria in the search for water, lights, nutrients, and space) (Dickinson and Murphy, 1998, pp. 36-37). Students will do this to monitor the effects on a plant's mobility.

Assessment:

- *Sharing Findings*: In order to share findings, student will display their investigations using a tri-fold, sketches, photos, and writings (this share will occur

after a 5 minute presentation is given by each group--a presentation in which ALL members are required to contribute). Each investigation will be displayed prominently during a "Poster Session" in which each group will have the chance to "visit" their fellow students' displays. They will rate each other's investigations/displays on the level of work presented, the quality of the inquiry, and clarity of presentation.

- Students will be assessed based on the extensiveness of the documentation of their inquiry in their science writer's notebooks and in related journals.
- Students will be assessed on their performance on an authentic assessment in which their knowledge of plant movement and effects of the ecosystem will be tested.
    1. Students in the experimental groups will discover that a plant's movement is indeed determined (at least, in part) by the other organisms and species in its ecosystem and
    2. In general, they will determine that a plant's motion/movements (over time) are determined by its interaction with the environment.
- One assessment project will require students to create a pop-up book that illustrates the different plant movement and interactions within its ecosystem that they found during the course of their investigation.

Adaptations/Modifications

Adapted—Level One

- Students will be paired with a special lab partner.
- Students will be given a special graphic organizer that will guide them through the process.

Advanced—Level One

- Students will propose their own experiment on plant movement.
- Students will create a plant movement diorama (or some other type of display).
- Students will read excerpts from *A full life in a small place and other essays from a desert garden* (Bowers, 1993), Similar to *The Human Side of Trees*, this book will take students into the secret life of flowers—a life that is much more active than most people realize. Students at an advanced level will have a challenging yet intriguing read with this book.

Title: Estimationville—Estimation in Weeksville (Idea Adapted and Modified from Tierney, Investigations in Number, Data, and Space, Grade 4)

Aim: to give students the opportunity to engage in estimation activities.

Objective: Students will begin to understand how to estimate (by using legos)

Materials: Legos (at least 20 individual pieces per student), estimation sheets, pencils, chart paper, math journals, and easel/white board.

Summary: In this lesson, students are receiving a primer on estimation. They will understand that estimation (in math) is the same as making a guess/prediction as to the number of objects in a structure. This is the introductory lesson for the Weeksville math unit on estimation.

Vocabulary: Estimation, strategies.

Motivation: Show students a model of a lego chair that you built. Ask, "Looking at this chair, what do you think (or, what would you guess) are the number of legos you see? Don't count, just make a quick guess, or estimate!" Write down students' estimates on the easel.

Directed Lesson: Using the activity demonstrated in the motivation, the teacher will formally introduce the concept of estimation. She will tell them to record information in their math journals—that estimation is a guess or a prediction. Explain that in today's lesson, students will be working in groups to build structures using legos and that they will estimate the number of objects in each structure.

> *Management Tip*: Prior to this lesson, provide students with a 3-session mini-lesson on how to use manipulatives. Using a rubric of 3-2-1, rate students on their use of the materials. Remind students that they will receive a score from this rubric depending on their use and behavior during this lesson.

Guided Practice: Using the lego model made by the teacher, as well as the one made by the co-teacher, students will be asked to do the following:

1. Using their estimation sheets, students will record their lego estimates for each structure and
2. In the section entitled "strategies," students will be guided to record the methods and strategies they used to estimate the number of legos in these structures.

Independent Practice: Teacher(s) will unveil the student pairs/groups. Students will be directed to move their designated places and to begin building. Students will be given twelve minutes to build their structures and six minutes to record their strategies. Students and teachers will reconvene to share and record estimation strategies.

Say, "The steps you are to follow are to...build, estimate, record!

Assessment: Students will be assessed on the basis of their ability to...

- Provide estimates
- Use different estimation strategies
- Work cooperatively with group members.

Adaptations/Modifications

Adapted

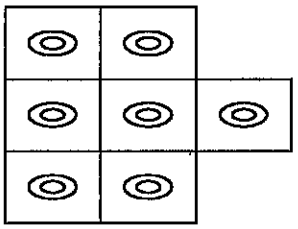
- Directions, complete with words and pictures (and for auditory reinforcement, these directions will be referenced and repeated at key points throughout the lesson).
- Students can use a fewer number of legos than required generally for the lesson.

Advanced

- Students for whom the general requirements and activities are completed with little difficulty or challenge will have the opportunity to do the following:
  - Use a greater number of legos (e.g., 70-90, 100-120, 130-150, or even 200-250)
  - Serve as a peer tutor.

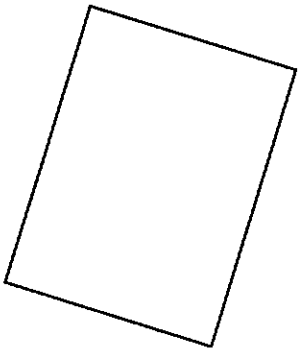
Directions: Estimationville!

Build



Estimate

Record



Title: Estimationville, Part II

Aim: To further students' knowledge about estimation through the construction of historic Weeksville sites with legos.

Materials: Photos of Weeksville*, Legos, Estimation sheets, pencils, whiteboard, and markers.

Summary: In this, the third lesson in the series on estimation, students will use photos (and their personal recollections) of Weeksville sites in order to deepen their estimation skills and connection to Weeksville.

Vocabulary: Estimation, Strategies.

Motivation: The teacher, using a picture of the outside of their school building, will proceed to use legos to build the school. Students will be asked to make a "flash" estimation.

Directed Lesson: The teacher will review the definition of estimation. Next, she will provide directions for this lesson (specifically, building Weeksville). Then, she will remind the students of the rubric for use of manipulatives (3-2-1).

Guided Practice: Using a photo of ONE Weeksville site in particular, students will work (with the teachers) to construct this landmark. Students and teachers will then engage in the generation of estimates and documenting their strategies.

Independent Practice: Working in their groups, students will work to replicate the landmark in the photo (by using legos). When students are done, the Weeksville sites will be displayed as a gallery and each group will have 1 minute to move from one exhibit to the next and record their estimates.

Say, "The steps you are to follow are to...build, estimate, record!

Assessment: Students will be assessed on the basis of their ability to:

- Provide estimates
- Use different estimation strategies
- Work cooperatively with group members.

Modifications/Adaptations

Adapted: Level One

- Directions, complete with words and pictures (and for auditory reinforcement, these directions will be referenced and repeated at key points throughout the lesson).
- Students can use a fewer number of legos than required generally for the lesson.

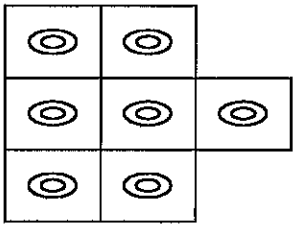
Advanced: Level One

- Students for whom the general requirements and activities are completed with little difficulty or challenge will have the opportunity to:
    - Use a greater number of legos (e.g., 70-90, 100-120, 130-150, or even 200-250).
    - Serve as a peer tutor.

*Note: You can obtain these photos from the Weeksville home page (www.weeksville.org/index.html) or from the book Weeksville: Then and Now (Maynard and Cottman, 1983).

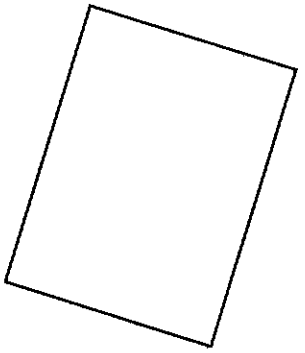
Directions: Estimationville!

Build



Estimate

Record



Title: Geometric Weeksville

Aim: To deepen students' understanding of geometric shapes through the use of pattern blocks to construct Weeksville.

Objective: Students will learn more about geometrical shapes through the construction of historical Weeksville sites with pattern blocks.

Materials: Pattern Blocks (100/child), Recording Sheets (one per table), Recording Chart, Pencils.

Vocabulary: Pattern Blocks, Rhombus, Trapezoid, Hexagon, Triangle, Square, and...

Summary: In this lesson, students build upon their basic knowledge of pattern blocks through the application of this knowledge in a task that requires them to replicate Weeksville (but with pattern blocks).

Motivation: Say, "Who remembers when we built Weeksville using snap cubes? Well today, we are going to build Weeksville sites using pattern blocks!

Directed Lesson: Ask students to provide you with the following information about the pattern block shapes listed above—number of sides, number of corners. Then, make sure students are able to tell and write the names of each shape.

Guided Practice: Using a photo of a Weeksville site as it appeared in the late 1800s (and an enlarged photo at that), guide students in the construction of this image through the use of pattern blocks. First, tell students that they must follow the steps below:

1. count out the specified number of pattern blocks
2. build the Weeksville structure
3. record how many of each shape you have

Once you and the students have completed this guided practice portion, ask students to identify counting and problem-solving strategies used.

Independent Practice: Assign students to work in groups of two, but building separately, using the same photo.

Say, "Okay, so you are going to follow these steps…count, build, and record!

Assessment:

- Students will be assessed on the basis of their ability to identify the different pattern blocks correctly.
- Students will be assessed on the basis of their ability to approximate Weeksville site in pattern blocks.

Modifications:

Adapted

- Fewer pattern blocks.

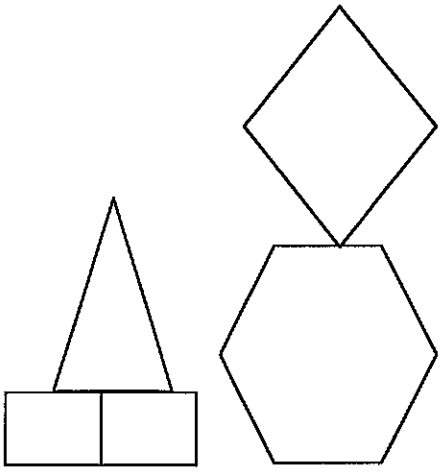
Advanced

- Additional pattern blocks.

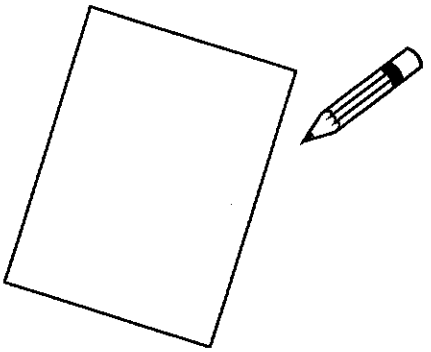
Directions: Geometry In Weeksville!

Count 1, 2, …15, 16…

Build



Record



Title: Weeksville's in Fractions!

Aim: To deepen students' knowledge of fractions through an applied and hands-on activity—Building Weeksville with fractions!

Objective: Students will further their knowledge of fractions through the application of their fractions' knowledge to the building of Weeksville.

Materials: Photos of Weeksville, "building materials," pencils, and graphic organizer (see Appendix C), envelopes (with building assignments).

Vocabulary: Fractions, One-Thirds, One-Fourth, Two-Thirds, Two-Fourths, One-Half, Three-Fourths.

Summary: In this lesson on fractions, students apply their knowledge of fractions to building Weeksville. Students will be given fractional amounts to use as guides in their building of Weeksville. This lesson is designed to ascertain students' understanding of fractions.

Motivation: Ask students, "If we have ten boys and ten girls in our class, what fraction of the class is girls? That's right, one-half!"

Directed Lesson: Ask, "What is the definition of a fraction? Yes, it means part of a whole." Say, "You've been learning about fractions. You've been learning about fractions and what different fractional amounts mean. In today's math workshop, you'll be using your knowledge of fractions to build Weeksville! You are going to work in groups of four. Each "team" will be given a different contract for their architectural project. It will be your team's job to build Weeksville according to the fraction amounts you are given. On each team, there will be two builders, one recorder/timekeeper, and one purchaser of materials.

Guided Practice: Using color tiles, tell students that together you will construct the classroom. Tell them that that you all will use green tiles to represent the rug and library area, red tiles to represent the cooperative tables, and yellow tiles to represent the computer area and other work centers. The Assignment: Using the materials discussed, build Weeksville so that the fractions you use are one-half, one-quarter, and one-quarter. You will have a total of forty tiles to use in your structure. Guide students in the construction of the classroom and suggest the following:

- 20 red tiles = 1/2
- 10 green tiles = 1/4
- 10 yellow tiles = 1/4

Ask students, "What fraction of the structure that I built represents the cooperative tables? That's right, one half, since the total number of tiles used equals forty and I used twenty tiles to build this area, then exactly one-half of the structure of our classroom is cooperative tables!"

Independent Practice: Students will work independently to build Weeksville in fractions. Say, "Today, you will be building, recording the fractions, and explaining your strategy!" Below are the four assignments.

- *Team #1*: Using sixty pieces of material/objects obtained from Weeksville Hardware, build a Weeksville structure where it is clear that the community was built in thirds (1/3). Build your structure and record (on your "Weeksville in Fractions" Recording Sheet, how you solved the problem and decided to build Weeksville the way that you did).

- *Team #2*: Using thirty pieces, build the Weeksville community so that it is clear that it was built in sixths (1/6). Build your structure and record (on your "Weeksville in Fractions" Recording Sheet, how you solved the problem and decided to build Weeksville the way that you did).
- *Team #3*: Using one-hundred pieces, build the Weeksville community so that it is clear that it was built in fourths (1/4). Build your structure and record (on your "Weeksville in Fractions" Recording Sheet, how you solved the problem and decided to build Weeksville the way that you did).
- *Team #4*: Using fifty pieces of materials/objects obtained from Weeksville Hardware, build the Weeksville community so that it is clear that the community was built with the following fractions in mind—one-half (1/2), one-fourth (1/4), and one-fourth (1/4). Build your structure and record (on your "Weeksville in Fractions" Recording Sheet, how you solved the problem and decided to build Weeksville the way that you did).

Assessment:

- Students will be assessed on the basis of their ability to show the fraction amounts specified in their assignment.
    - Do students know how to represent one-third of a number? One-fourth of a number? One-half?
    - Do students realize that once the fraction amounts in their structures are added together that they equal one-whole?

- Homework: Students will build their bedroom using materials taken from class. They will each be given twelve pieces and will have to decide what fraction amounts they want to use in building their bedroom.

Modifications/Accommodations:

Adapted

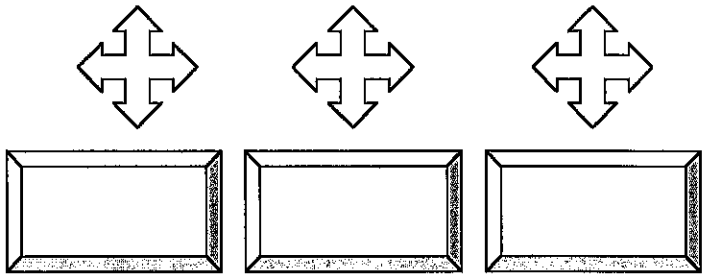
- Graphic organizer in which to record information and problem-solving process.
- Fewer pieces (and smaller fraction amounts) to work with.
- Pairing with students who can provide assistance.

Advanced

- Larger quantity of pieces (and more challenging fraction amounts) to work with.
- Serve as a peer assistant.

Directions: Weeksville in Fractions

Build



Record Fractions

1/2 +1/2= 1 whole

Explain Strategy

Title: Cooking Collard Greens in Weeksville

Aim: To deepen students' connections to Weeksville through studying the cultural aspect of food.

Objective:

- Students will begin to understand the people of Weeksville through the food they cooked and ate.
- Students will develop an appreciation and understanding of how food can help you understand the cultural heritage (and history) of a group of people.

Materials: 20 copies of collard greens recipe, two pots, three bags of pre-cut collard greens, vegetable cooking oil, onions (2), green bell peppers (2).

Vocabulary: Cultural Heritage, Collard Greens

Summary: In this, lesson #1 in the Culture and Customs Unit of the Weeksville Curriculum, students will begin to explore the connection between cultural practices and a peoples' history by studying their culinary choices.

Motivation: Say, "Close your eyes and think of your favorite meal—a meal you eat with your family. As you are thinking about this meal, ask yourself how this food makes you feel and if you feel this food reminds you of times with your families." Once you have asked students to open their eyes, take a few of the students' responses to the guided imagery exercise and chart these.

Directed Lesson: Say, "Just now, when you were thinking about your favorite meals with your families, you were doing more than remembering a time when you were hungry. You were connecting food to your families and thinking about how the food made you feel. We all have memories and experiences about how the food we eat tells a

story. Just like we were junior archaeologists and examined and studied the artifacts found in Weeksville to see what stories they told, so too can we study the food eaten by Weeksville residents to see what it says about the community's residents. Today, the food we are going to cook is collard greens!" Remind students that you are looking at the element of change in the Weeksville community and that the history of collard greens is one (of many) examples of how the Weeksville community (and its residents) have undergone change. Hand out copies of the collard greens section from the web page entitled "What's Cooking America." As you read this page, have students draw and write what they understand from the passage. Specifically, ask students the following questions:

1. From what part of the world did collard greens originate?
2. How did African slaves learn about greens?
3. How did greens change from the "scraps" given as leftovers to a staple in the African-American diet?

Guided Practice: In this portion of the lesson, guide students in the preparation of a pot of collard greens. Using fresh-picked greens that have been washed, place them in a boiler that is half-full of water.

- Add a piece of salt pork or joel bacon, about the length of one hand (and about 1.5 inches thick).
- Add a tablespoon of salt for three pounds of greens
- Add a teaspoon of black pepper.
- Add two tablespoons of sugar.
- Add a half a cup of vegetable oil.

Allow greens to cook for 1.5-2 hours.

Assessment: Students will be assessed on the basis of their ability to articulate/document the process of change that occurred with collard greens.

Modifications/Accommodations:

Adapted

- Recipe will be written in steps and with picture clues.

Title: Junior Songwriters, Part One

Aim: To study and learn basic notation and note values, in order to eventually assign note values to a song for Weeksville.

Objective(s):

- Students will learn note values through hands-on activities.
- Students will understand that note values correspond to fractions (i.e., math).
- Students will understand that note value/notation is one "ingredient" necessary in the creation of a classroom theme song.

Materials: Chart paper, markers, note value flash cards, music journals, and space (i.e., community rug/meeting area).

Summary: In this lesson, the first in a sequence on songwriting, students learn about notation and note values. This lesson provides students with the beginning foundation for writing a song about Weeksville.

Vocabulary: Notes, Notation, Note Value.

Motivation: Playing the flue or a keyboard, play two different notes—one long and one short (but at the same pitch). Ask the children to describe each note by asking the question, "What is the difference between these sounds/notes?" Hopefully, you will elicit responses such as "one is long and one is short." Tell the students that they have just learned a bit about notes and note value and that this will help them write their classroom community theme song.

Directed Lesson: Ask the students, "Do you know how to read music?" Solicit and web the students' responses. Tell the students that just like a book that has letters that form

words that we can read, music has a language and this language is written in notes. Instruct the students to write the definition of a "note" in their music journals.

- Using the note flash cards, teach the students about whole, half, and quarter notes. Display a chart with each of the three note types, and the number of beats that correspond to teach one (i.e., a whole note has four beats, a half note has two beats, and a quarter note has one beat).

Guided Practice: Playing a game of Musical Jeopardy, with the class divided into two teams, ask students the following questions:

- What is a whole note? How many beats does it have? How does it sound if you are clapping? Demonstrate.
- What is a half note? How many beats does it have? How does it sound if you are clapping? Demonstrate.
- What is a quarter note: How many beats does it have? How does it sound if you are clapping? Demonstrate.
- How are notes like fractions? You can draw to demonstrate or use manipulatives.

Make sure that the following ground rules for the game are established:

No put-downs, only positive and supportive comments (i.e., "Good Job").

We are not playing to beat our classmate because everybody wins.

Independent Practice: Then, using the words to "Yankee Doodle," divide the class into three groups of five students each. Assign each group a specific note with which to clap and speak the words to the song (display words on a piece of chart paper). Assign each group a corner of the room/hallway to practice their note. To provide the groups with more note value practice, have the three groups clap and speak the values in rounds.

- Next, display on chart paper how each of the three notes correspond to the fractions they've studied. To do this, you can use manipulatives, such as snap cubes or legos.

Assessment:

- Display a sequence of notes, of different values, on chart paper and ask the students to "clap" or "tap" out the beats (call it "Battle of the Beats").
- Challenge the student groups to come up with their own sequence of note values to challenge the rest of the group to figure out.

Modifications/Adaptations

Adapted—Level One

- Use a keyboard to reintroduce and play the different note values, for auditory reinforcement.
- Put the note values into a song. To the tune of "Frere Jacques," the song's lyrics could be as follows:

Notes have numbers, notes have values

Here they are, here they are—

Whole notes have just four beats

Half notes have just two beats

Quarter notes have one, quarter notes have one.

- Take a picture of the students clapping the values to the different notes, and display them. For example, for the whole note, snap and display four photos of kids clapping—reinforcing the fact that a whole note has four beats (and displayed and reinforced visually through this approach).

Advanced—Level One

- Clap and document the note values for two of their favorite songs.
- Read books that integrate music and beats into the text.

Title: Junior Songwriters, Part Two

Aim: To teach students about pitch and melody, in order to provide student with the musical knowledge necessary for the creation of a melody for the Weeksville song.

Objective(s):

- Students will begin to learn about pitch.
- Students will use their beginning knowledge of "pitch" to understand and construct a melody.
- Students will understand that their knowledge of pitch and melody are the second ingredient in the creation of their classroom theme song.

Materials: Chart paper, markers, pitch pipe, space, pitch worksheets, tape recorders, and four xylophones.

Summary: In this second lesson in the series on songwriting, students learn about pitch and melody and the role they play in song-writing.

Vocabulary: Pitch, melody.

Motivation: Pick three students (at random, but ones who are willing) to come to the front of the classroom. Ask each student to think of one word from a song that they like and to sing that word. After the first student sings his/her word, make a mark or check on the chart paper. After the second students sings his/her word, ask the students if they thought it was "higher" or "lower" in its sound. If it was higher, place a check *above* the first mark; if it was *lower*, place a check below the first mark. Repeat this process with the third student.

Directed Lesson: Have students write down the definitions for "pitch" and "melody" (Jaffe, 2003).

Using the pitch pipe, give the students "one" note and from this note, teach them/lead them in "do-re-mi-fa-so-la-ti-do." Have them sing it along with you.

Demonstrate how to use the xylophone to the students. Challenge them to a game of "Replay My Melody." In this game, you (the teacher) play a melody that consists of increasing numbers of pitches (starting with two). After you play it, challenge the class to say or "replay" it back vocally. Go up to five, six, seven, or eight pitch melodies (as appropriate).

Guided Practice: In a controlled environment and once the rules for instrument use have been reviewed, give each student group a xylophone (and appoint a group leader). Each group has to come up with a five-pitch melody. Each group will have a chance to present their melody to the group and challenge each of the other groups to replicate their melodies.

Independent Practice: To make sure that students understand the concepts of pitch and melody, have the students represent "do-re-mi-fa-so-la-ti-do" both vocally and physically. That is, eight students would stand in a formation that shows where their note falls in the scale/melody. For example, the first "do" would be portrayed by crouching as closely to the ground as possible (if not spread out on the floor). Conversely, the last "do" student may be standing on a chair to show that this is the highest pitch in this melody.

Assessment:

- Assess students' ability to identify step melodies correctly.
- Have students bring in (either on tape or by memory), their favorite songs. In their small groups, have them "share" their songs by "humming" the melody. As they hum

the melody to the song, the other group members should be writing down how the melody sounds or goes (i.e., any drawing or written representation that may help them remember their classmate's song).

Modifications/Adaptations

Adapted—Level One

- Guide students in the visual representation of the melody in question. For example, have students use snap cubes to represent the different "steps" in the melody. To reinforce their knowledge of melodies, play melody on keyboard.

Advanced—Level One

- Determine, document, and illustrate the melody in three different songs. Then, produce these melodies through sharing them with the class.

Aim: To learn how to create words (i.e., lyrics) for our song about Weeksville.

Objective(s):

- Students will learn how to access and use descriptive words to convey their feelings about Weeksville.
- Students will understand that the lyrics are the final ingredient to be added to their knowledge of note value and pitch/melody—ultimately creating their Weeksville theme song.

Materials: Chart paper, tape recorder, markers, and space.

Summary: In this final and culminating lesson in the series on song writing, students learn about how to create lyrics on a specific topic—in this case, Weeksville.

Vocabulary: Lyrics.

Motivation: Display on the board a representation of a bowl labeled "A Song for Weeksville." Ask students to volunteer what they've learned over the past few days about the ingredients of a song. Hopefully, you will elicit comments such as "note value" and "pitch" and "melody." Then ask them, "If we are writing our own song, what else do we need?" Hopefully, you will get the answer "the words, or lyrics." Then, add this piece of information to the "song bowl."

Directed Lesson and Guided Practice: Review and restate the definition of the word "lyrics."

Lead the students, as a whole class, in coming up with the words to the first stanza of their class theme song. To stimulate their thought process on this topic, ask them the following questions:

- What types of things do we want to talk about in our song?

- What words describe our the Weeksville community? Chart students' responses.
- What are some things we do in class that could be put into our song?

If students need more inspiration, provide them with a couple of examples of songs written by students in other settings.

Independent Practice, Part I: Working in their small groups, have each student group come up with a stanza (i.e., four lines) to add to the song. Encourage the ELL students in the class to write a stanza that is in English and Spanish (in order to support their learning of English and to have diversity of language reflected in the song).

- To provide a melody for the song, choose one from a song known to most, if not all, of the students.
- Also, to reinforce knowledge of note value (covered in Phase One of this unit), have the students assign note values to the words in their stanzas on chart paper.

Independent Practice, Part II: Students will reconvene as a whole class to begin to put the song together. First, students will put the words of the first stanza to the chosen melody. Stanza-by-stanza, have the students sing the song. After singing the song, ask the students if they think the song says everything they think it should and if it shows how they are forming a community.

Assessment:

- Students can teach and perform their class song for other classes and/or the school.
- Students can teach other classes the three steps required in composing a class song. Encourage students to put movement to the words in the song. Tell them to ask themselves, "What movement accurately describes the words in this line of the

song?" At some point, the class can be divided into singers and movers—half of the students can *sing* the words while the other half of the class can *dance* the words.

Modifications/Accommodations

Adapted—Level One

- Provide students with sentence starters for the lyrics/stanzas of songs.
- Facilitate the use of technology such as CoWriter and/or Write OutLoud, in order to assist students who may have trouble with the writing process.
- Provide students with a "Weeksville Word Bank" to assist those students who may have word-finding problems.

Advanced—Level One

- Students will write additional stanzas for the Weeksville song.

Conclusion

"Bridges to Change" is an integrated curriculum that aims to provide students with hands-on, experiential learning activities—activities aimed at providing students with an understanding of how communities are formed. More specifically, it was designed to give students a clearer picture of the changes that occur in the process of community formation and building.

While the curriculum has two units devoted to the development of the theme of "community change," it is still a *work in progress*. I expect and encourage teachers and other practitioners to implement the curriculum (either in part or as a whole piece) and to provide feedback as to what worked well and what did not.

Some questions to consider include the following:

- Were the activities structured in a clear way?
- Did students develop a fairly solid understanding of community change?
- Did the curriculum help students form a community within their own classrooms?
- When Unit 1 (My Classroom Community) was completed, were the skills and concepts learned transferred naturally and easily with regard to Unit 2 (Weeksville: A Community of Change)?

In time, I plan to add a third unit, "My School Community." This addition always seemed logical within the context of the curriculum, as students move from classroom, to school, to larger communities— the Weeksville Community, more specifically. As I continue to work on this curriculum, I intend to integrate more technology into the lessons and modifications. When "Bridges to Change" is completed, it will be a curriculum that can span the entire school year. In addition, I plan to add more of the

activities, performance tasks, and culminating experiences proposed initially (see Appendix G: Community Change Web). As I continue to add to this curriculum, I plan to incorporate more management tips as well.

Ultimately, I plan to publish "Bridges to Change" and market it to teachers in inclusive classroom settings as a "community building survival kit" for the inclusion teacher in need of ready-made lessons and activities at the beginning of the school year.

References

American Museum of Natural History. http://www.ology.amnh.org/archaeology/index.html.

Black, I. S. (1973) *The Bank Street Readers, Teachers's Edition, Green Light Go*. New York: Macmillan.

Bendick, J. (1970). *A Place To Live*. NY: Parents' Magazine Press.

Bowers, J.E. *A full life in a small place and other essays from a desert garden*. Tucson: The University of Arizona Press, 1993.

Callenbach, E. (1998). *Ecology: A pocket guide*. Berkeley: University of California Press.

CAST. *Universal design for learning*. Retrieved November 4th, 2002 from the World Wide Web: http://www.cast.org/.

Choate, J. E. (Ed.). (2000). *Successful inclusive teaching: proven ways to detect and correct special needs*. Boston: Allyn and Bacon.

Cohen, M. (2000). *Eddy's dream*. New York: Star Bright Books.

Cole, M. and Cole, S. R., et al. (1996). *The development of children*. New York: W.H. Freeman and Company.

The Community Discovered. Retrieved March 1, 2003 from the World Wide Web: http://communitydisc.westside66.org/HTML/info/abs.html.

Developmental Studies Center. (1996). *Ways we want our class to be: Class meetings that build commitment to kindness and learning*. Oakland: Developmental Studies Center.

Dittman, L.D. (Ed.). (1970). *Curriculum is what happens: planning is the key*. Washington: National Association for the Education of Young Children.

Dixon, R. and Fitch, F.E. (1917). *The human side of trees*. New York: Frederick A. Stokes Company.

Doherty, A., Mentkowski, M., & Conrad, K. (1978). Toward a theory of undergraduate experiential learning. In M.T. Keeton and P.J. Tate (Eds.), *Learning by experience—what, why, how* (1st ed., pp. 23-26). San Francisco: Jossey-Bass.

Don Johnston Incorporated. Co: Writer. Retrieved April 28, 2005 from the World Wide Web: http://www.donjohnston.com/catalog/catalog.htm.

Don Johnston Incorporated. Write: OutLoud. Retrieved April 28, 2005 from the World Wide Web: http://www.donjohnston.com/catalog/catalog.htm.

Elkind and Sweet Communications/Live Wire Media. Groark learns to work out conflicts. Retrieved April 27th, 2005 from the World Wide Web: www.goodcharacter.com/GROARK/Conflicts.html.

ExploreLearning.com. Ecology and interdependence gizmo. Retrieved June 27th, 2004 from the World Wide Web: http://www.explorelearning.com.

Gibbs, J. (1995). *Tribes: A new way of learning and being together*. Sausalito: Center Source Systems, LLC,.

Gunning, T. *Assessing and correcting reading and writing difficulties*.

Howe, J. (1996). *Pinky and rex and the bully*. New York: Atheneum Books for Young Readers.

Howes, V. M. (1970). *Individualization of instruction: A teaching strategy*. New York: Macmillan.

Hunter, R. A. (1995). *Cross a bridge*. New York: Holiday House Inc.

International Center for Cooperation and Conflict Resolution (ICCCR). Columbia University. 2002. 3rd Annual TCNTI Conference Day, The Art of Conflict Resolution: Building Positive Learning Communities. Saturday, March 30, 2002. Reference information retrieved April 26th, 2005 from the World Wide Web: **http://gogo.tc.columbia.edu/news/article.htm7id=3754&tid=71**.

Jacobs, H. H. (Ed.). (1989). *Interdisciplinary curriculum: design and implementation*. Alexandria: Association for Supervision and Curriculum Development.

Jaffe, N. "Elements of Music II: tunings up (pitch and melody)." June, 2003.

Janney, R. and Snell, M. E. (2000). *Teachers' guides to inclusive practices: modifying schoolwork*. Baltimore: Paul H. Brookes Publishing Co.

Kalman, J. and Langille, J. (1998). *What is a life cycle?* New York: Crabtree Publishing Company.

Keeton, M. T. and Tate, P. J. (1978). Editors' notes: The boom in experiential learning. In M.T. Keeton and P.J. Tate (Eds.), *Learning by experience—what, why, how* (1st ed., pp. 1-8). San Francisco: Jossey-Bass.

Kent, F. (2001). "Object Observation Workshop." Department of Education, The American Museum of Natural History.

Killoran, J., Zimmer, S., and Jarrett, M. (2000). *Learning about new york state*. Ronkonkoma: Jarrett Publishing Company.

Kline, S. (1999). *Song Lee and the "I hate you" note*. New York: Puffin Books.

Lachner, D. (1995). *Andrew's angry words*. Zurich: North-South Books, 1995.

Maynard, J. and Cottman, G. (1983). *Weeksville: Then & now*. Brooklyn: Society for the Preservation of Weeksville & Bedford-Stuyvesant History.

Mora, P. (1994). *Pablo's Tree*. New York: Macmillan.

Murphy, M. (2001). *Some things change*. Boston: Houghton Mifflin Co.

Nagel, N. (1999). *Real problem solving and real learning*. Association for Supervision and Curriculum Development's Classroom Leadership Online, 3,3. Retrieved December 13, 2002 from the World Wide Web: http://www/ascd.org/readingroom/classlead/9911/1nov99.html.

National Science Resources Center. (1996). *Ecosystems: Teacher's guide*. Burlington: Carolina Biological Supply Company.

Nelson, J. R. and Frederick, L. (1994). Can children design curriculum? *Educational Leadership*, 51, 5, 71-74. Retrieved December 13, 2002 from the World Wide Web: www.proquest.com.

Orr, E. Invasive plants threaten native ecosystems. *The Chattooga Quarterly*. Retrieved June 27th, 2004 from the World Wide Web: http://www.chattoogariver.org.

Rhodes, M. "Building bridges of friendship." Retrieved March 21st, 2003 from the World Wide Web: http://teacher.scholastic.com/products/instructor/friendship.htm.

Society for the Preservation of Weeksville and Bedford-Stuyvesant History. Freedomland: Weeksville and the development of free black communities in 19th century new york. Friday,, May 2, 2003.

Society for the Preservation of Weeksville and Bedford-Stuyvesant History. The weeksville heirloom coverlet.

Society for the Preservation of Weeksville and Bedford-Stuyvesant History. Weeksville Society Home Page. Retrieved November 25, 2002 from the World Wide Web: http://www.weeksvillesociety.org/.

Tierney, C. C., et al. (1998). *Investigations in number, data, and space: Grade 4*. Palo Alto: Dale Seymour Publications.

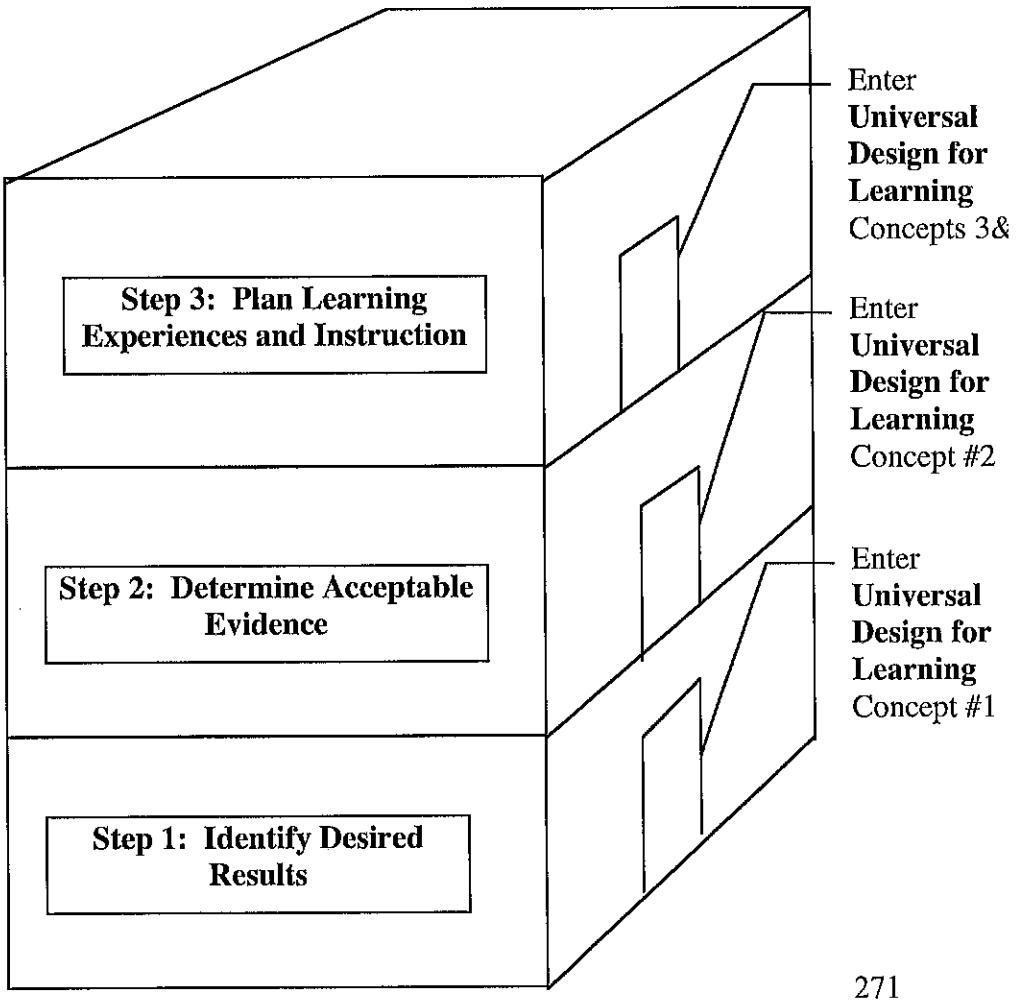
Tomlinson, C. A. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57, 12-16. Retrieved December 13, 2002 from ProQuest on the World Wide Web: http://proquest.umi.com.

Viorst, J. (1987). *Alexander and the terrible, horrible, no good, very bad day*. New York: Aladdin.

Wiggins, G. and McTighe, J. (1998). *Understanding by design*. Baltimore: The Association for Supervision and Curriculum Development. Retrieved November 4, 2002 from the World Wide Web: http://www.ascd.org/readingroom/books/wiggins98book.html.

Appendix A: Curriculum Model Graphic

Below is a graphic depiction of the framework used to design the Bridges curriculum. Understanding by Design is most aptly represented as a building with three levels. It provides the structure and means for creating a curriculum. As any architect knows, buildings require supports (i.e., internal and external) and the "Understanding by Design" edifice is no different. In the design of the Bridges curriculum, the supports (or concepts) are derived from Universal Design for Learning. On each level of the Understanding by Design building, a Universal Design for Learning concept can be found (one that demonstrates how to individualize instruction according to learner differences).



Appendix B: Form and Function of a Flower

Name: _____ **Date:** _____

Form and Function: A Graphic Organizer

What do you see? Draw ✍ and Write ✎.	
What are the different parts of the flower? Draw ✍ and Write ✎.	
What is the function of part #1: Draw ✍ and Write ✎.	
What is the function of part #2 Draw ✍ and Write ✎.	
What is the function of part #3? Draw ✍ and Write ✎.	
What is the function of part #4? Draw ✍ and Write ✎.	

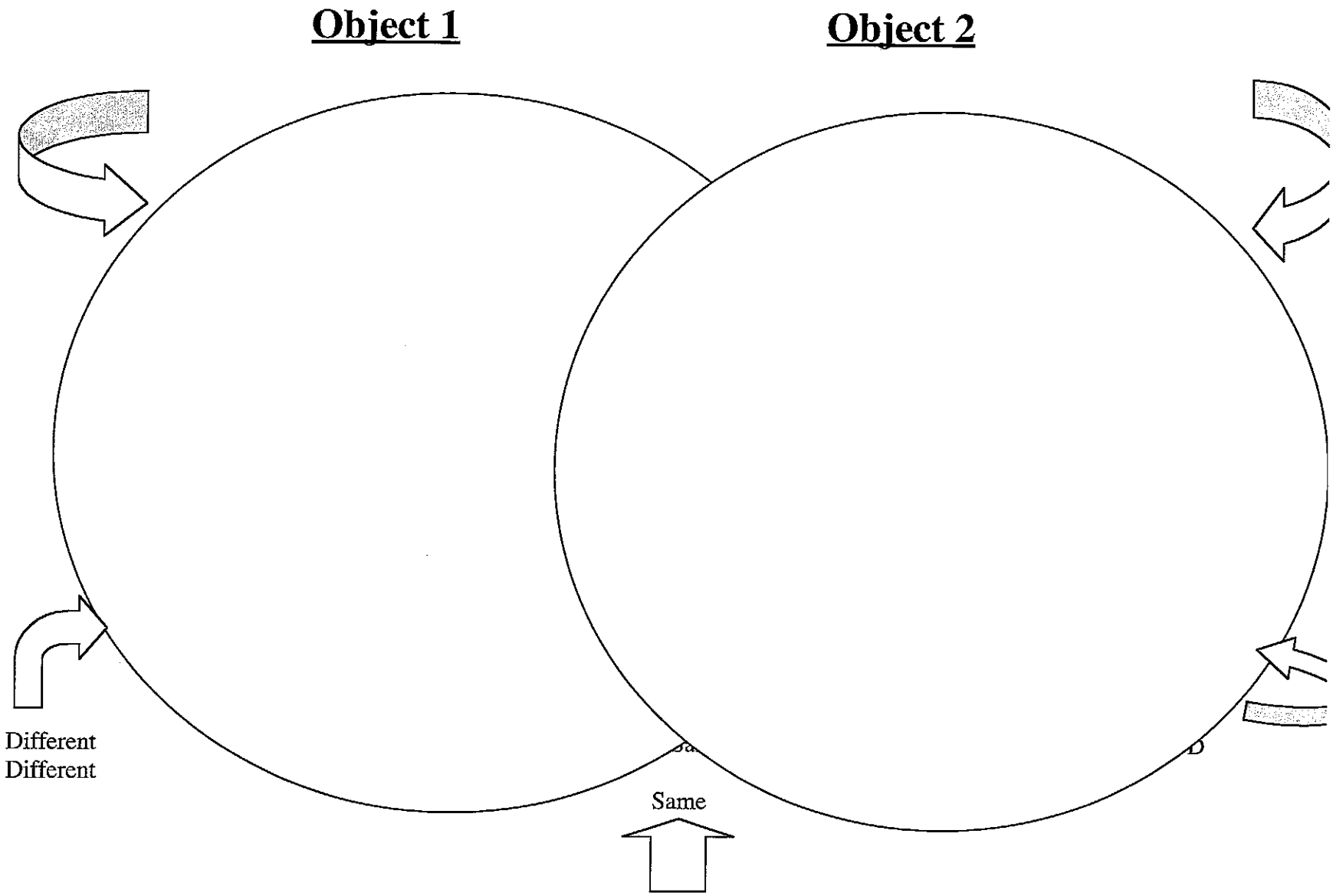
Seeds are Protected in Pod **(Add Picture)**	**Plant Drops Seeds.** **(Add Picture)**

Appendix C: Weeksville in Fractions

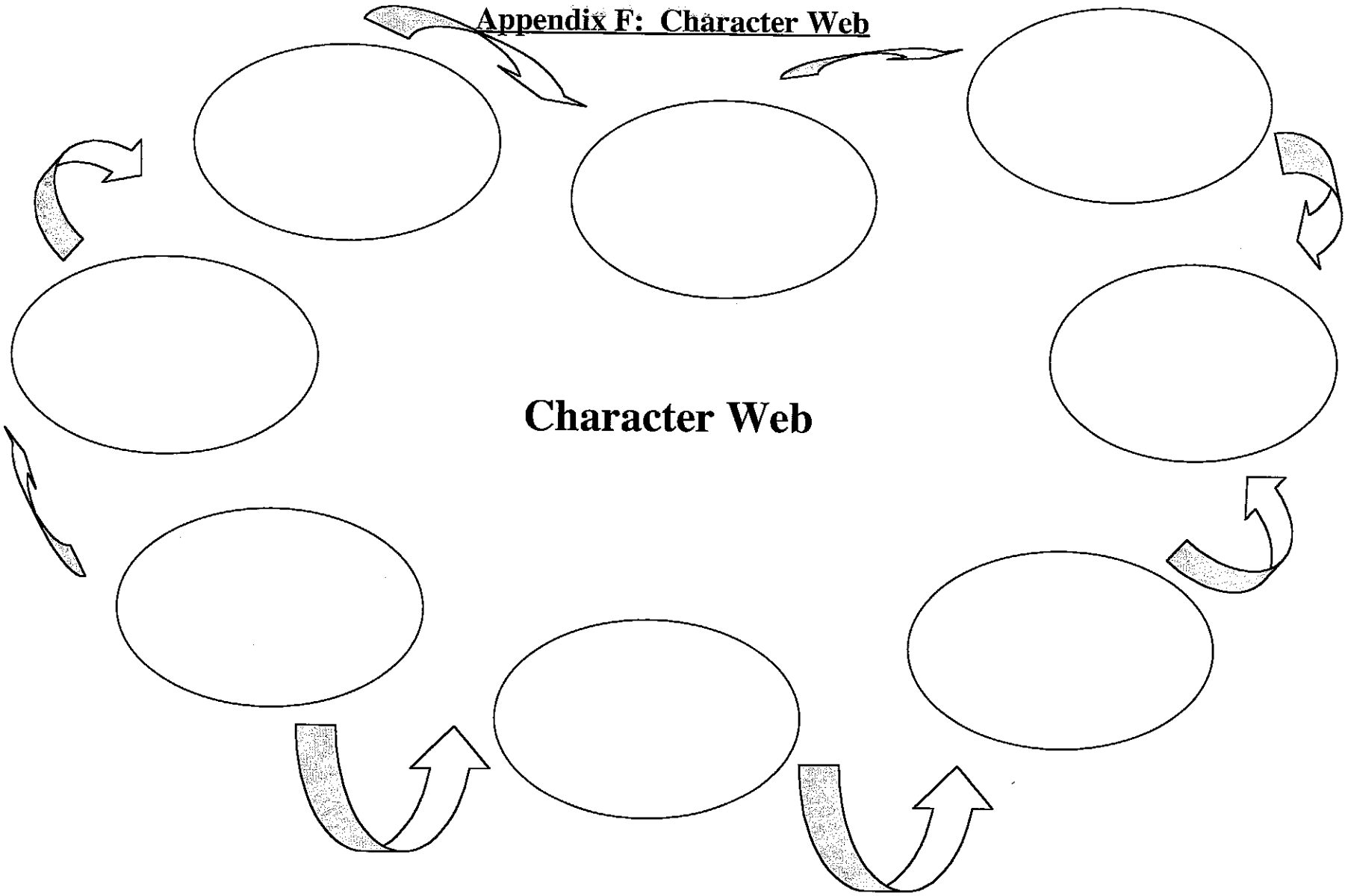
Name _____ Date: _____

Weeksville Building I Built	Fraction Amounts I was Given	How and Why I Built My Weeksville Structure by these Fractions

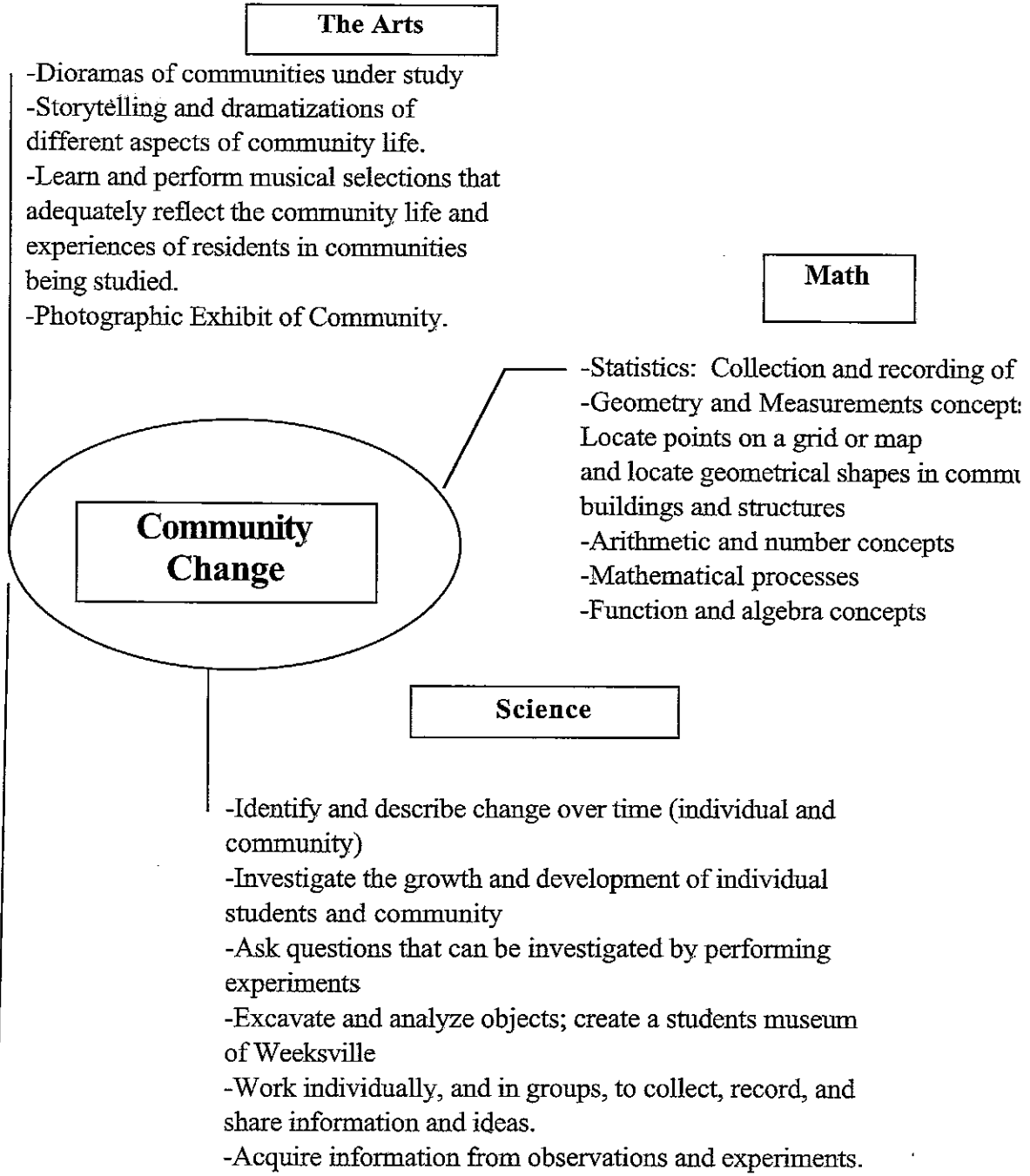
Appendix D: Venn Diagram (Comparing My Objects)



Appendix F: Character Web



Appendix G: Community Change Web



Appendix H: An Important Note

To all who may read and or use this document, please be aware that the names, dates, and historical events that took place in Unit 2 (Weeksville: A Community of Change) are real and were obtained from documents produced by the Weeksville Society (and these documents can be found on the references list). The principal document from which information was retrieved was *Weeksville: Then & Now* (Maynard and Cottman, 1983).

However, please note that while actual names, dates, places, and events from Unit 2 are actual and historical, documents such as "The Weeksville News" were created by me, the author of this curriculum (and this document is fictitious). Documents such as "The Weeksville News" contain information and facts that are real but the document itself was created by this author for the sole purpose of this curriculum.